

# **Accommodations and Instructional Strategies That Can Help Students September 21, 2009**

*Accommodations allow students access to learning.*

*Accommodations adjust how a student learns and demonstrates mastery.*

*Accommodations do not adjust what a student learns.*



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## **Accommodations and Instructional Strategies That Can Help Students**

*“Providing accommodations is the act of changing the classroom environment to teach students with a wide diversity of skills and abilities, all in the same classroom.”*

Sandi Cole

The Center on Education & Lifelong Learning  
The University Affiliated Program of Indiana

Adapting curriculum and instruction is...

- appropriate for any learner
- a means of accommodating a wide range of student abilities and challenges
- a way to demonstrate acceptance and respect for individual learning differences
- likely to increase the chances of learner success
- appropriate for all curriculum areas and classroom routines
- a process of making judgments about what is taught and how it is taught
- the responsibility of all persons involved in instruction (principal, general and special ed teachers, assistants, support staff
- a collaborative, problem-solving approach
- both intuitive and intentional
- made easier when a variety of instructional approaches are being used in the classroom

Any listing of possible accommodations is only a listing and should not be applied across the board for all students. One must consider the needs and strengths of each student as well as examine the task(s) being required of him/her. At no time should this listing be used as a menu or check off list. This list should only be used after considerable thought about the strengths and challenges of an individual student. Users are encouraged to develop their own accommodations beyond this list of suggestions.

Following are possible teaching accommodations that may benefit some students who may be having difficulty being successful in school. This information was compiled by Sue Lewis Denener from a variety of sources (unknown) and has been added to, edited and reorganized into the following basic areas:

General accommodations and strategies  
Specific curricular areas  
Specific areas of learning strengths  
Specific areas of learning weakness  
Demonstration of student learning

*Readers are encouraged to examine the following listing as they think about their students. It is by no means a complete listing. Space has been left for additional suggestions to be added.*

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## **Accommodations and Instructional Strategies That Can Help Students**

### **General Accommodations**

- Build upon students' strengths, interests, and needs
- Avoid use of comments that reflect your value judgments
- Involve students in designing, selecting, and evaluating the effectiveness of their work and accommodations so that they take ownership and responsibility for them
- Teach students to use/create accommodations and learning strategies that make sense for them
- Teach students to use strategies and accommodations that can be employed across situations and activities, such as verbal mediation strategies and graphic organizers
- Allow extra time so students have sufficient time to learn, practice new skills, and be successful
- Change activity and task requirements so students will be successful
- Make tasks meaningful
- Give constant and consistent feedback
- Praise in public, correct in private
- Present the students and their activities in a positive light
- Build in time every day for review of important concepts
- Allow students to record/monitor their own progress, such as on a visual chart
- When success is achieved, send home good news notes from school
- Accommodations and modifications should not single out the student. Make the modifications and accommodations part of the everyday routine

### **Organizational Strategies**

#### **General**

- Set clear time limits
- Post assignment due dates in a consistent place
- Teach students to break down major projects and complete pieces of them at a time
- Assign pieces of a project for specific homework
- Number/order steps for completing tasks
- Use symbols/signals to help follow directions, i.e., arrow to continue, stop sign to stop
- Have student check off completed assignments
- Have make-up sessions for assignments not completed on time
- Have students with incomplete assignments come in before or after school to finish

#### **Assignment books**

- Teach students to write down assignments and keep an assignment book
- Take the last few minutes of class to remind students to put assignments into their assignment book
- Make the presentation of their completed assignment books a "ticket to leave" the activity or class. Make it part of the assignment and give credit
- Reinforce good study skills
- Clarify goals of homework assignments
- Coordinate assignments with other teachers

### **Paraphrasing directions**

- After giving an assignment have the students paraphrase the directions
- Ask the students to read what they have written in their assignment books
- Have a student explain the assignment to their partner and vice versa
- Have someone (an aide, volunteer, capable student) responsible for rephrasing directions while you check assignment books

### **Daily routine**

- Follow a consistent daily routine.
- Allow the students to be the scribe for the day's agenda
- Post agenda daily in a consistent place
- Understand that change is difficult for some students and plan accordingly
- Pre-teach change in routine as though it were a new concept

### **Mastery**

- Reduce the required mastery of materials to key concepts
- Using the two to three major objectives of a lesson, create individualized activities and tests that hone in on only those objectives while other students may move beyond those
- Structure cooperative activities that will allow the students to be responsible for major information points

### **Drill and Practice**

- Provide opportunities for relevant drill and practice
- Limit amount of homework
- Allow a peer tutor to play a game that will reinforce the skills
- Create games and a game time for the class that reinforces the skills
- During quiet time, spend a few minutes going over with individual students the skills that need extra attention

### **Motivational Strategies**

#### **Learning goals and flexible grouping**

- Have goal-setting as an all class activity
- Determine student interests and learning styles then design flexibly grouped activities that target interests and specific learning styles
- Work on a contract basis where the students determines the contract requirements

#### **Checking papers**

- Don't mark the responses that are wrong but, rather, those that are right
- Correct the students' in-class work after short segments

#### **Reinforcement**

- Give immediate reinforcement for correct responses
- Give positive feedback for good use of social skills
- Generally keep a positive attitude
- Use all opportunities to reinforce effort
- Be realistic, genuine in your reinforcement

### **Reengagement Strategies for Disengaged Students**

- Re-establish and maintain working relationship with student
- Clarify student perceptions of the problem
- Enhance student perception of the teacher as “supportive”
- Reframe content outcomes and activity outcomes as personally valuable and obtainable for the student
- Clarify value of learning in terms of real life needs and experiences
- Engage student in meaningful, ongoing decision making

### **Presentation Strategies**

#### **Assignments**

- Give assignments orally and in writing
- Provide a syllabus of assignments to be put in students’ assignment book
- Post all assignments in a consistent place
- Post a daily agenda that includes the assignments in a consistent place
- Use advanced organizers – introduce what you are going to teach, teach it, review it, ask students to tell you what they have learned
- If the assignment has 20 questions, have the student check in after every four or five with you or with their study buddy

#### **Advanced Organizers**

- Use advanced organizers
- Introduce what you are going to teach, teach it, review it, ask students to tell you what they have learned

#### **Short attention span**

- Change activities to accommodate short attention spans
- When lecturing, talk for no more than five minutes and then have a student directed activity that will check for understanding
- Have different types of activities during class period
- Have at least one activity that allows movement

#### **Directions and information**

- Give directions and information in small units
- Make sure you have students’ attention before giving directions
- Use multi-sensory teaching

#### **Guided reading**

- Give specific questions to guide reading
- If the students will be asked to answer questions at the end of a passage, have the students read the questions first
- Pre-teach so that they know what they will be looking for

#### **Taped lessons**

- Tape lessons so students can listen to them later
- Allow/encourage students to tape class lectures/discussions so they can review what was said

## **Materials**

### **General**

- Provide simpler materials that reinforce the concept being studied
- Use task box with Blooms' "Level of Questions" to allow students to move through the concepts from concrete to synthesis at their own speed
- Use books at the students reading level for independent project use
- Pair students that compliment each other's strengths

### **Worksheets**

- Use simplified worksheets, especially in math
- Divide worksheets into fourths and enlarge on copier
- Make sure worksheets are spaced adequately and not so cluttered as to be distracting
- Make sure worksheets are not overcrowded or confusing

### **Textbook passages**

- Highlight key passages using markers or highlighting tape
- Use clear overlays that won't ruin the book

## **Vocabulary Strategies**

### **General**

- Pre-teach new vocabulary
- Define words as simply as possible
- Don't use the word to define it
- Relate new words to words that are already known
- Give new words meaning in the student's own world
- Work with synonyms and antonyms when defining new words
- Relate new words to situations and words that have been used in class before
- Have students put vocabulary in their own words, write it in a sentence or draw a picture

## **Reading Strategies**

### **Reading level**

- Reduce reading level for independent reading assignments
- For independent reading, provide a multitude of books at all levels of interest and difficulty
- Check the reading levels of texts before using

### **Concrete learning**

- Use manipulatives and pictures to be more concrete
- Use hands on activities
- Assign activities that reinforce concepts
- Use real life settings to reinforce concepts such as having students actually measure things rather than doing pencil-paper activities

### **New ideas and concepts**

- Teach one concept at a time
- Allow practice and understanding before introducing new ideas
- Allow extra time to understand new concepts
- Don't allow the curriculum to drive the students, have the students drive the curriculum

### **Relation to previous experience**

- Use “three knows” to introduce new concepts – What I am sure I know, What I think I know, What I want to know
- Brainstorm with students to determine what they already know and understand about an idea or concept
- Make it real, relevant for the students

### **Study guides**

- Provide study guides
- At the beginning of a reading activity provide two or three questions that the students will be able to answer after the reading activity
- Provide a list of vocabulary words with definitions
- Provide an outline of each unit
- Use Opinion/Proof as a way of introducing and reviewing a subject

### **Alternative media**

- Use books
- Use videos
- Use audio tapes
- Use role play
- Use games
- Use the internet
- Use music and movement

### **Spelling Strategies**

- Post commonly misspelled words on charts for easy student reference. Beside each word write it in a sentence or give a pictorial clue, highlighting or underlining the word in the sentence so it is easily sighted.
- Have students make their own word file or dictionary

### **Writing Strategies**

- Have students write in a journal daily
- Allow students to dictate their stories into a tape recorder
- Have students work in partners to develop stories. Having the partner record while the student tells the story enables the student to be creative without being frustrated by mechanics of writing. Students should be encouraged to assume more and more responsibility for writing his/her own story.
- Help students make their stories more interesting by discussing them
- Post a list of synonyms for frequently used words

### **Math Strategies**

#### **Demonstrating understanding**

- Have students verbalize problems step-by-step to make sure s/he understands each step
- Have students talk through the problem out loud before starting
- When working with word problems, allow students to read problems out loud
- Review problems orally
- Use manipulatives



### **Key symbols**

- Check to make sure the meaning of key symbols are understood
- Provide students with a card with math symbols/signs and an example of a completed problem using each symbol
- Attach card with symbols/signs and examples to inside cover of math or workbook

### **Key words**

- Help students identify and group key words according to their meaning
- Teach students to approach problems by first picking out the important words that indicate the math process
- Create a referral web that visually reminds the students of the meaning of certain words, e.g., difference/less than/left = subtraction

### **Number and symbol positions**

- Emphasize the position of numbers and symbols when it is important to computation
- Create a decimal chart as a reminder of how to work with decimal points
- Pre-teach lessons pointing out the position, e.g., lining up numbers
- Teach students to look at symbols before starting any problem

### **Steps of process**

- Provide a list or diagram of steps in a mathematical process and allow students to refer to it as s/he works
- Encourage students to make their own study guides
- Teach mnemonic to remind students of complicated steps, e.g., for division, “Dear Miss Sally’s Brown Dog” = divide multiply subtract bring down

### **Spatial relationships**

- Allow students ample time to understand spatial relationships
- Make requirements simple and direct
- Use simple spatial relationships

### **Strategies for Auditory Learners**

Students who are auditory learners learn and remember information best by hearing what is said or presented. These students often remember jokes, stories, and lines from movies. They prefer to be told an assignment rather than reading the instructions.

### **Directions**

- Give oral as well as written directions
- Read assignments off the board
- When handing out assignments make sure you have the student’s attention and either read or have a student read the assignment/directions
- Check that the students understand the assignment and all of its pieces
- Tape record the assignments

### **Reading assignments**

- Tape important reading material for students to listen to while reading
- Have a good oral reader read out loud while the passage is being taped
- Pair the student with a good oral reader who can read out loud
- Allow the student to read out loud to him/herself
- Check out The Association for the Blind or your local library for books on tape

### **Study skills**

- Have student re-auditorize silently by vocalizing material inside his/her own head
- Allow students to talk to themselves while working
- Pair share for review

### **Strategies for Visual Learners**

Students who are visual learners learn and remember information best by reading or seeing.

Visual learners frequently remember colors, patterns, sequences they have seen. They will often close their eyes when trying to remember something.

### **Materials**

- Encourage the student to make study cards
- Have the student use flash cards
- Teach students to look at how words and letters are formed and look together
- Encourage the use of webbing or diagramming to help learn information
- Make picture associations for new material
- Keep an agenda on the board with verbal directions, key ideas, concepts
- Have a scribe in class that copies directions using carbon paper or make copies that can be given to others
- Provide outlines of major points that students can use as a guide

### **Student strategies**

- Have student write down notes and memos concerning important words, concepts, ideas, and assignments
- Teach note taking skills
- Teach column note taking
- Teach student to be a list maker
- Teach other methods of visual organizers

### **Alternative media**

- Use videos
- Use plays
- Use filmstrips
- Use books
- Use pictures

### **Teaching reading**

- Use a sight word approach
- Have student create a sight word file and practice
- Have student identify small words that s/he already knows to help decode new words

### **Strategies for Kinesthetic Learners**

Students who are kinesthetic learners learn and remember information best by doing.

Kinesthetic learners excel when given hands-on activities and interactive assignments.

Kinesthetic learners rarely sit still and constant movement tends to promote learning for them.

## **General**

- Offer hands on projects
- Utilize cooperative games
- Create multi-sensory activities
- Utilize simulation activities
- Encourage active participation
- Encourage use of fidget objects
- Use music to aid memorization
- Seat in low traffic area of the room and allow fidgeting with less distraction of others
- Allow multi-tasking (classroom tasks while listening to instructions)
- Use variety of options to demonstrate learning including murals, diagrams, models, dioramas
- Sort for sequence

## **Reading strategies**

- Provide a Reading Rocking Chair
- Use rhythm and rap for memory
- Use Stand Up/Sit Down activities (up for vowels, sitting for consonants)
- Use clay, raised glue or finger wide depressions for formation of letter shapes
- Create story maps
- Create story collages
- Pantomime characters in stories

## **Math/Science**

- Use manipulatives
- Teach rhythmic patterns for students to ‘dance’ or move to when memorizing math and science facts
- Use rhythm and rap songs for help memorizing facts
- Use graph paper for spatial relationships
- Use actual movement for learning patterns and relationships
- Act out steps in a process

## **History/Geography**

- Use simulated journeys around the classroom for geography
- Role play historical events
- Create battlefields
- Design structures
- Supplement work with clip art, illustrations and verbal explanations

## **Teach relaxation skills**

- Flex/relax
- Breathing
- Visualization (imagine yourself doing 40 push-ups)

## **Strategies for Students with Auditory Processing Challenges**

Students with auditory processing challenges may hear only the first and last step of a sequence of directions. These are the students who always seem to be a few questions behind in oral discussions and are often seen as “wise crackers”. Their attention may wander and they may appear to demonstrate many of the attributes of attention deficit disorder.

## **Strategies for Students with Auditory Processing Challenges (cont)**

Teaching reading through a phonetic approach is not usually successful since these students may have a very difficult time decoding words.

### **General**

- Seat student in location where sound is clear, away from doors and hallways
- When giving an oral presentation, do not stand with your back to a windows as the student may not be able to pick up your nonverbal cues due to the light
- Keep oral directions short and simple
- Give one verbal instruction at a time. Limit verbal instructions to simple sentences
- Accompany oral directions with written directions
- Alert students when you are giving directions by setting the stage or cueing
- Include the students in the instruction, ask students to repeat the directions, give opportunities to answer questions
- Have students paraphrase your oral directions
- Be conscious of your rate of speech; talk at a slower rate if students are having difficulty staying with you
- Assist students to stay with you during instruction by using gestures and changes in the tone and pitch of your voice
- Allow the use of quiet study areas to do independent work
- Write key points on the board
- Have a scribe for the lecture who can use carbon paper or who can run off copies of the class notes
- Summarize the key points of your lesson with a visual prop
- Use visual aids with auditory presentations and when giving verbal instructions
- Model or give demonstrations of tasks whenever possible
- Pair instructions with gestures
- Circulate about the room inconspicuously repeating directions for those who need them
- Teach listening skills
- Write simple directions on 3X5 cards and, after giving verbal instructions, tape them to students desks so they can use them for reference

### **Reading/Literature**

- Break up oral presentations with visual or motor activities
- Emphasize the visual pattern when teaching a new word
- Use directed reading/thinking activities
- Use the Cloze procedures
- Use cognitive reading strategies (questioning, prediction)
- Use hypothesis testing procedures
- Use language experience activities
- Use reading comprehension activities

### **Handwriting**

- Provide additional time for completion of written assignments
- Initially lower the standards for acceptable handwriting legibility, raising them as the student's skills improve
- Permit the student to respond orally when it is important that s/he demonstrate knowledge
- Teach keyboarding and allow/encourage computer use

## **Handwriting**

- Allow use of tape recorder or copies of notes from other students in class
- Allow use of picture maps as story outlines
- Emphasize words with similar visual patterns in spelling
- Use dictation to reinforce spelling of phonetically regular words
- Promote use of personal and class dictionaries

## **Math**

- When reading word problems aloud to students, give them a visual cue chart
- Graph problems on the board, rewrite problems simply
- Allow students to draw problems
- Provide an example of how problems are to be solved at the top of worksheets
- Make a basic problem-solving sequence chart to post in the classroom
- Limit use of strictly oral drills

## **Social Studies/Science**

- Provide ample wait time for students having difficulty answering questions
- Give cues if a student is having difficulty with verbal answers
- Give students a worksheet to follow along with a filmstrip or film
- Use a film or filmstrip to provide an overview when introducing new material

## **Strategies for Students with Visual Perception Challenges**

Students with visual perception challenges have difficulty comprehending what is seen. They probably do not like to read as well as they like to talk or listen. They may seem to have difficulty seeing the correct spelling or may change beginning and ending letters of words. When reading aloud they may skip lines or easily lose their place. They may have difficulty copying things accurately.

## **General**

- Give clearest copy available
- Adjust for special lighting needs
- Make sure student is seated close to the teacher, board, work area
- Write clearly and neatly on the board and on worksheets
- Give verbal information or explanation along with visual presentations
- Divide worksheets physically by cutting, folding, drawing, covering the part of the worksheet not being focused on at the moment
- Give directions orally
- Have a buddy read the directions to the student
- Allow a peer with good note taking skills to use carbon paper or make copies when material has to be copied from the board
- Summarize the key points of your lesson at the end of each period to make sure students have recorded important material
- Give worksheets with few distracting pictures or designs
- Condense lengthy written directions by writing them in brief statements and/or including pictures or diagrams for clarity
- Allow time for students to ask questions about written directions
- Use taped textbooks, lectures, assignments
- Write directions in a different color

## **General**

- Have student use template to reduce visual field
- Use technology for magnification
- Use visual clues, highlighter, flags to draw attention to important points, questions, directions, or steps
- Highlight main portions of a reading so that the student won't have to read the entire chapter
- Make a copy of your lecture notes and share with student
- Use activity worksheets to avoid problems associated with copying
- Promote copying accuracy by first allowing student to copy from a paper on their desk instead of the board
- Allow student to correct his/her own notes using another student's accurate notes
- Teach students how to copy and proofread what they copy
- Set aside a few textbooks that can be used repeatedly by students

## **Reading/Literature**

- Use directed reading thinking activities
- Use cognitive reading strategies (questioning, predicting)
- Use hypothesis testing procedures
- Use highlighting to cue the student to important words and concepts
- Teach students to use highlighting to identify important words and concepts
- Introduce new vocabulary in context before a reading assignment
- Allow student to use a marker or index card to keep place while reading
- Set a purpose for each reading assignment
- Pair students for reading assignments, taking turns reading aloud to each other
- Use discussion activities often, allowing the students to relate to the story with their own personal experiences rather than writing answers to questions following a reading activity
- Discuss in class students' answers to questions, allowing for clarification of important points and a chance to see the relationship between individual questions and answer as well as the general concept being studied
- Divide hard words by syllables on worksheets to help students decode phonetic words on their own
- Substitute easier words/synonyms for difficult words
- Use pictures or ask students to illustrate or pantomime new vocabulary
- Give the students an outline, chart, or blank web to fill in during class presentations

## **Spelling**

- Post commonly misspelled words on charts in a consistent place for easy student reference; beside each word write it in a sentence or give a pictorial clue.
- Have students make their own word file, dictionary

## **Writing**

- Have students write in a journal daily, 5-10 minutes
- Allow students to dictate their stories into a tape recorder
- Arrange for students to work as partners to develop stories, requesting the student's partner to do the recording to enable the student to be creative without being frustrated by the mechanics of writing. Students should be encouraged to assume more and more responsibility for writing his/her own story

## **Writing**

- Help students make their stories more interesting by discussion and posting synonyms

## **Math**

- Verbalize steps
- Have students practice reading word problems to identify key words and the operation needed to solve each problem
- Distinguish clearly each operation on worksheets that have a mixture of operational problems; draw a circle around addition steps, a square around multiplication steps, etc.
- Group problems by the operation process to be used
- Alert students to the importance of paying close attention to the sign of the operation on randomly mixed problems
- Exchange practice worksheets with another teacher if more practice is needed
- Space problems farther apart on worksheets
- Allow students to use computational aids, number lines, technology, etc.
- Provide activities that help the student rapidly note the essential details of numerals and how to quickly scan numerals
- Provide activities that help the perception of numerals and groups of numerals in their correct orientation and sequence
- Highlight important discriminating features of numerals, sequences of numerals, and their orientation
- Use graph paper
- Limit the number of problems on each assignment sheet

## **Social Studies/Science**

- During oral presentations pause periodically to ask for questions and give students a chance to add notes to their papers
- Summarize at the end of lectures and encourage students to ask questions about what they may have missed in their notes
- Review the notes from the previous lesson beginning before beginning a new presentation
- Teach book format to students
- Use cooperative learning strategies such as pairing students by strengths

## **Strategies for Students with Fine Motor Challenges**

Students with fine motor challenges probably will do anything not to put a pencil or other writing implement into their hand. They have messy papers that look like a battle took place. They also may appear clumsy as visual integration problems may also be present. These students often run into things and art projects and shop class may also prove to be areas of difficulty.

## **General**

- Strive to set a good handwriting example
- Adjust expectations for fine motor activities to match students' best efforts
- Place the paper to be copied directly at the top/above of the student's paper rather than to one side
- Teach students how to erase and make corrections without beginning over each time
- Minimize copying activities by providing the information or activities on worksheets or handouts
- Encourage students to use appropriate writing materials

## **General**

- Have students write on top of 3-5 pieces of paper to provide a soft writing surface
- Assign follow-up activities that reduce the students' writing requirement
- Allow a peer with good note-taking skills to use carbon paper or make a copy of the notes to share an extra set of notes
- Encourage use of keyboarding practices so that students build speed and accuracy

## **Writing**

- Help students understand the importance of good handwriting
- Show examples of how right answers may be marked wrong because of poor letter formation
- Encourage students to talk through the formation of letters
- Allow students to write on every other line of the paper
- Use paper with raised lines
- Use raised or texturized letters for students to feel the shape of letters and words

## **Math**

- Turn lined paper to vertical position to aid in writing numbers in columns
- To align problems, use graph paper by putting one number in each box
- Make math paper template that encourages one problem per box/area
- Use alternative, non-writing, methods of testing
- Use manipulatives

## **Social Studies/Science**

- Modify instructional materials that involve fine motor skills such as filling in charts and maps
- Use sharp colored pencils instead of crayons
- Provide more space for color or labeling
- Allow extra time for completion
- Use a blocking technique to facilitate neatness by setting index card at borders of the paper to prevent going out of bounds

## **Strategies for Students with Written Expression Challenges**

Students with written expression challenges may know what they want to say but cannot put it into writing. They may not be able to remember how a word or letters look, which letters make up the sounds they want, or how to form letters and words. Often their writing does not make sense to others who read it but they can read it correctly. Their papers may have many scratch outs, insertions, misspellings, and erasures.

- Allow students more time to complete written assignments
- Allow students to give all or mostly short answers
- Allow students to complete assignments that call for written half in sentences and half in short phases, gradually moving the students toward writing all in complete sentences
- Stress accuracy, not speed
- Give students class time to work on written reports
- Be specific in your comments about written work
- Allow students to check and correct their own worksheets against a model
- Permit students to use pictures, drawings, diagrams as part of their written products
- Post a proofreading checklist in class, have students put copy into their notebooks



### **Strategies for Students with Written Expression Challenges**

- Have students skip every other line when writing rough drafts
- Allow students to give taped or live oral presentations
- Allow students to answer fewer questions
- Consider making worksheets that reduce writing requirements
- Allow a students to check math problems on a calculator
- Permit students to work independently in an area free of distractions
- Assign a different type of task or modification of the original task as an alternative to asking a students to redo a poorly completed written assignment
- Encourage students to revise, edit, and proofread drafts before completing a final copy
- Encourage students to use computers
- Use journals and diaries as informal means for encouraging interest and fluency in writing

### **Strategies for Students with Verbal Expression Challenges**

Students with verbal expression challenges frequently cannot remember what word they want to use. They may confuse similar sounding words and sounds and use words out of context.

- Give ‘wait-time’ for responses or create a signal that you are about to provide the answer to the question
- Give guided cues or questions to help facilitate a student giving oral answers
- Teach students to use an outline or notes when presenting an oral report
- Structure opportunities for student verbal expression in one-to-one and small group basis
- Limit length of student oral presentations
- Actively involve students in listening during other student’s presentations by using guided questions or formats
- Ask specific structured questions
- Arrange small discussion groups and paired talking activities that permit students to practice verbal skills in a comfortable setting
- Allow use of taped presentations
- Assign projects other than oral reports
- Encourage use of notes, letters, messages, journals as an alternative to verbal responses
- Reduce time student must wait until its his/her turn to give his/her report in order to lessen anxiety

### **Strategies for Checking Student Understanding**

One area that has been difficult for many teachers is how to find what a student knows without giving a written exam. Some teachers may have compensated by lowering the expectation level for everyone. The better way would be to allow the students to have input into what they would perceive as the best way of checking their acquisition of knowledge. Just as teachers are encouraged to stimulate as many senses as possible to deliver instruction, students must have the opportunity to demonstrate acquired skills and knowledge in a variety of ways. Students can respond to tasks through written, verbal, and large motor activities as well as fine activities. Below are some strategies to be considered.

#### **General**

- Use a buddy system where students check each others work
- Have a peer tutor check work
- Have adult volunteers and aides check work

## **General**

- Use cooperative learning activities where students work together to complete assignments
- Use instructional games/active learning activities
- Have students chart their progress on individual charts or graphs
- Conduct review sessions, highlight key points, and encourage students to ask questions
- Give students possible test questions ahead of time to use as study guides
- Avoid giving unannounced tests
- Give announced quizzes that cover specified topics rather than unit long examinations
- Give credit for class participation
- Give untimed tests
- Allow students to explain their answers before considering them faulty, the answer may not be the one desired but it may be correct nevertheless
- Ask probing questions to help students clarify and extend their answers.
- Help students understand that we all make mistakes; the important point is we can learn from mistakes.
- Teach students to locate the key words in test items
- Provide alternative methods of conveying test information, allowing tests to be read to students, taping the exam and arranging for the student to take the test in an alternative environment
- Reduce test anxiety by allowing students to take tests on a one-to-one basis or in small groups
- Help students organize their time
- Give partial credit where warranted instead of counting an item entirely incorrect
- Consider occasional use of take home and open book tests
- Allow additional time to complete tasks
- Allow the students to complete tests during study time

## **Teacher Made Tests**

### **General**

- Match tests to instructional objectives
- Make certain your test activities match your teaching activities
- Figure out what you really want the student to know or do and then ask only those questions
- When making materials, consider including some self-checking activities

### **Written expression difficulties**

- Use test formats that reduce writing requirements
- Allow students to write directly on the test paper
- Provide adequate space for students to write directly on the test paper
- Permit students to use manuscript or cursive
- Be sure to separate content of response from language mechanics and grade according to skill or knowledge required for specific subjects
- Allow students to complete essay questions in outline form rather than requiring full paragraphs; allow students to draw webs, diagrams, and charts in answering questions
- Make test formats familiar
- Let students demonstrate their knowledge by using manipulatives instead of giving written tests
- Allow oral exams or debates to verify understanding

### **Verbal expression difficulties**

- Let students make drawings or diagrams
- Permit students adequate time
- Permit students to use manipulatives or handouts along with verbal explanations
- Allow students to tape their answers
- Arrange to have students give their answer to someone in a quiet, separate location
- Provide alternative modes of responding

### **Practice tests**

- Provide sample or practice tests
- Use similar tests as review
- Provide the test as a study guide
- Don't test, allow the student to choose a different method of demonstrating knowledge

### **Standardized Tests**

- Let the students know how much time they are allotted
- Teach the students how to pace themselves and check time remaining
- Check the answers to sample questions to insure understanding
- Allow students to use blocking with a blank index card to reduce distractions
- Monitor carefully during test to ensure students are following directions and answering correctly
- Orient students to the test format. It is unethical to give students specific test items ahead of time but it is not unethical to familiarize students with the test format or type of questions
- Explain to students that as the examiner you may not help them select answers but that you can answer questions about how to take the test
- Arrange to have text anxious students complete the test on a one-to-one basis
- Confer privately with test anxious students ahead of time to foster confidence

### **Bullying: Strategies for Helping Students Who Are Affected**

Students who are the targets of repeated bullying behavior often experience extreme fear and stress, such as fear of going to school, using the school bathroom and/or riding the bus to and from school. This fear and anxiety often results in:

- Chronic absenteeism
- Physical symptoms of illness
- Diminished ability to learn / reduced academic performance
- Progressively lower levels of self-esteem
- Abandonment from peers

It is important to address bullying issues as soon as they become evident and in a way that is consistent with school policy.

### **General Accommodations related to students who are targets of bullying:**

- Recognize and identify the problem
- Build positive connections
- Provide academic supports
- Provide counseling
- Monitor progress

### **Strategies to stop bullying**

- Provide students opportunities to talk openly about bullying
- Share with students their responsibility for and participation in creating positive social and physical environments
- Incorporate classroom activities that build self-esteem, acceptance and tolerance.
- Post and publicize rules against bullying and harassment
- Model behavior that promotes respect for all students
- Take immediate action when bullying is observed so that both the bully and the target know the behavior is not acceptable

### **Accommodations for Specific Symptomatic Issues:**

#### **Chronic absenteeism**

- Speak with family & student to explain attendance expectation and to learn underlying reasons for absences; consult with school nurse
- Provide student with as many high-interest activities as possible
- Involve the student in extra-curricular activities
- Avoid forcing student to interact with others or do things that make him/her unduly stressed or uncomfortable

#### **Diminished self-esteem**

- Provide the student with positive feedback which indicates he/she is successful, important, respected, etc.
- Reduce the emphasis on competition
- Maintain consistency in expectations
- Teach the student appropriate ways to deal with anxiety, anger, fear, etc.
- Teach the student problem-solving skills
- Encourage the student to join a club of interest that will help to build a positive peer group