LIST OF RECOMMENDATIONS FOR ACQUISITION

#1   Develop strategies for content mastery.
#2   Provide supplemental materials/activities.
#3   Allow computer assistance within all content.
#4   Utilize strategies for reading.
#5   Develop written expression skills.
#6   Use varied mathematical/computation strategies.
#7   Use varied materials in mathematical instruction/testing.
#8   Provide frequent changes in instruction/testing.
#9   Use set routines.
#10   Differentiate assignments for students.
#11   Provide tutoring/support.
#12   Provide directions orally, in writing, by signing, or by cueing.
#13   Provide modeling.
#14   Use visualization with verbalization.
#15   Label objects.
#16   Ask focused questions.
#17   Provide options for students to obtain class notes.
#18   Use multi-modality materials.
#19   Model letter formation and numeral formation.
#20   Use cooperative learning strategies.

ACQUISITION
Recommendation #1 - <u>Develop strategies for content mastery</u>.

TEACHING/LEARNING STRATEGIES

- Provide a partial outline and study questions.
- Outline key ideas and concepts.
- Color code or highlight key ideas.
- Use an overhead projector for class and lab notes.
- Use color-coded paper to organize concepts.
- Use timelines to present ideas.
- Use story maps.
- Pair a student with a buddy to check note taking.
- Use alternative method of taking/presenting notes (example: on note cards rather than 8 X 11 paper).
- Break down notes into categories by providing questions relevant to the subject.
- Provide notes on a computer disk.
- Teach self-instruction strategies.
- Use memorization techniques.
- Use graphic displays.
- Use content mastery routines.
- Teach skimming of text.
- Read titles and topic sentences.
- Strategic Instruction Model (SIM-University of Kansas Center for Research on Learning)
- Use first and last sentences.
- Use first letter mnemonics.
- Use buddy reader.
- Use taped materials.
- Use typing/word processing skills.
- Use multimedia technology.
- Provide background information pertinent to subject of story selection.

ACCOMMODATIONS

- Provide a copy of the teacher's notes written on the student's reading level.
- Provide taped notes.
- Provide a copy of another student's notes.
- Make sure intervention matches the student's mode of communication (e.g. braille, sign language/cued speech, communication devices, assistive listening devices).

ACQUISITION
Recommendation#2 - <u>Provide supplemental materials/activities.</u>

TEACHING/LEARNING STRATEGIES

- Use a variety of books and materials on the same topic but on different reading levels or different levels of difficulty.
- Use text with more visual aids/illustrations.
- Alter and vary presentation methods to include
- Altering the format of presentation (examples: cover some material on a page, cut a window, use color overlays)
- Making copies of text pages and highlighting key areas
- Using tabs to organize material in a textbook
- Using a collection of software on the same topic to provide varied materials and activities
- Using video presentations on the same topic
- Utilizing on-site experiences in the community
- Inviting guest speakers or mentors
- Using media: magazines, newspapers, television, film, video, radio
- Allowing dramatizations of events.
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ACCOMMODATIONS

- Alter and vary presentation methods to include
- Reducing materials on a page
- Altering format of chapters in a text (ex., Move questions from the back of a chapter to appropriate area in text.)
- Copying pages of text-utilizing a minimum number of pages rather than an entire chapter at once
- Paraphrasing chapters within a text (Use paraphrased section as the text.)
- Using tape recorder to reword paraphrased material
- Using communication board designed to match the same topic
- Provide auditory/visual/written/partial outline.

ACQUISITION
Recommendation #3 - <u>Allow computer assistance within all content</u>.

TEACHING/LEARNING STRATEGIES

- Identify local resources.
- Preview, evaluate software programs.
- Evaluate effectiveness of assistive technology.
- Choose programs that support curriculum.
- Choose programs that reteach/reinforce and accelerate skills.
- Choose programs that aid in practice and application.
- Choose programs that enhance/enrich the content.
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ACCOMMODATIONS

- Provide adaptive technology as needed.
  - Large keyboard, large screen, speed of mouse, head pointer, touch window, computer buddy, v-tech, mega dots (software)
- Provide assistive listening devices
- Use sign language/cued speech enhanced software stories.
- Provide listening devices/adaptors for computers.
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ACQUISITION
Recommendation #4 - <u>Utilize strategies for reading</u>.

TEACHING/LEARNING STRATEGIES

- Use Multisensory Structured Language techniques.
- Teach phonological and phonemic awareness.
- Develop visual/verbal cues.
- Use teacher modeling.
- Use anecdotal stories/language experience.
- Provide resources to stimulate the visual process.
  - Pictures, textures, colors, sign language, cued speech,films/videos, captioned films and videos, auditory stimulation
- Use who, what, when, where method.
- Use Neurological-Impress method.
- Develop a sight vocabulary/whole word strategy.
- Develop a broad-based vocabulary associated with age/grade appropriate content.
- Use cloze procedure for reading.
- Use computer-assisted reading.
- Use choral reading, repetitive reading and shared reader.
- Use Word Identification Strategy.
- Develop word predicting techniques.
- Use literature circles.
- Use a ruler to pace the print reader.
- Use sound/symbol/syllable principles.
- Provide a wide variety of grade/age appropriate supplemental materials.
- Teach at a pace commensurate with the students' abilities to process and respond to new information.
- Provide consistent use of syntax and grammar.
- Use KWL technique for reading:
  - <u>K</u> What you already <u>know</u> about the topic
  - <u>W</u> What you <u>want</u> to know about the topic
  - <u>L</u> What you have <u>learned</u> about the topic

ACCOMMODATIONS

- Use technological aids such as speech synthesis, Closed Captioned TV (CCTV), hand- held magnifiers, or monocular.
- Use braille; acquire large print materials.
- Provide technologically enhanced print, computer - large size fonts, hand-held magnifiers, think board, CCTV or monocular
- Use audio text books.

ACQUISITION
Recommendation #5 Develop written expression skills.

TEACHING/LEARNING STRATEGIES

- Teach the use of spell checkers, thesaurus, and dictionaries (texts/computer).
- Teach STOP strategy for opinion essay.
  - Suspend judgment.
  - Take a side.
  - Organize ideas.
  - Plan more as you write.
- Teach the TREE Strategy for opinion essays.
  - Topic sentence
  - Reason to support premise
  - Examine soundness of reason
  - Ending for paper
- Teach COPS.
  - Capitalize
  - Overall appearance
  - Punctuation
  - Spelling
- Teach typing/word processing skills.
- Teach spelling through singing.
- Teach semantic mapping.
- Teach editing, prioritizing and list making.
- Allow inventive spelling, but teach conventional spelling.
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ACCOMMODATIONS

- Use computer-assisted writing technology.
- Allow inventive spelling, but teach conventional spelling.
- Eliminate copying from boards or books to paper.
- Allow computer-generated print.

ACQUISITION
Recommendation #6 - <u>Use varied mathematical/computation strategies.</u>

TEACHING/LEARNING STRATEGIES

- Provide a variety of manipulatives.
- Teach *Touch Math.*
- Pair auditory reinforcement with finger counting.
- Allow students to check their work with a calculator.
- Use computer assisted mathematics.
- Allow finger counting.
- Allow students to use charts and tables for reinforcement.
- Provide model of a completed problem.
- Sing facts.
- Have students recite facts chorally.
- Allow students to illustrate problems.
- Teach problem-solving strategies. (e.g., DRAW)
    <u>D</u>iscover the sign.
    <u>R</u>ead the problem.
    <u>A</u>nswer or draw and check.
    <u>W</u>rite the answer.
- Act it out.
- Emphasize the critical components of the task.
    - Highlight important words.
    - Draw boxes around computation sign.
    - Associate numerals to number words.
    - Use rebuses (pictures).
    - Break down problem into steps.
- Use flash cards.
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ACCOMMODATIONS

- Use calculators.
- Write fractions to represent the appropriate size visually:
- ½   ⅓   ¼
- Use large sized keys on calculator for students with motor or visual impairments.
- Superimpose textures or braille on keys.
- Use "talking calculator" or computer program.
- Allow/encourage the use of mathematics manipulative materials.

ACQUISITION
Recommendation #7 -   Use varied materials in mathematics instruction/testing.

TEACHING/LEARNING STRATEGIES

- Use an overhead calculator for group instruction.
- Highlight reciprocals on mathematics grid for easy access and reinforcement.
- Provide partially filled mathematics grid and allow student to complete it.
- Laminate grids to encourage use and reuse.
- Have students use calculators to check work.
- Provide written or illustrated directions on how to use the calculator.
- Provide algebra tiles.
- Relate mathematics to real life.
- Use an overhead projector using algebra tile.
- Use a calculator/mathematics grid in instruction/testing.
- Use manipulatives (geo boards, Cuisenaire rods).
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ACCOMMODATIONS

- Use large sized keys on calculator for the student with motor or visual impairments.
- Superimpose textures or braille on keys.
- Use "talking calculator" or computer program.
- Allow/encourage use of mathematics manipulative materials.
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ACQUISITION
Recommendation #8 - <u>Provide frequent changes in instruction.</u>

TEACHING/LEARNING STRATEGIES

- Schedule breaks by using alternative activities (example: learning centers, motor play).
- Break longer tasks and tests into smaller time increments.
- Reduce written tasks and use hands-on activities.
- Use grouping or cooperative learning activities.
- Use alternatives to written instruction.
- Allow students to respond orally or to choose the mode of communication.
- Provide snacks, etc. when testing for "large" volume tests (e.g., CRT, NRT).
- Use field experiences within the community.
- Have guest speakers or mentors.
- Use props, costumes, puppets, story boards, flannel boards, etc. (Use age-appropriate activities.)
- Use test-taking strategies.
- Allow students to respond by typing answers into computers.
- Post strategies/steps of classroom on a cue card or the desk, etc.
- Use anecdotal stories (relating life experiences to learning).
- Change the environment. (Go outside.)
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ACCOMMODATIONS

- Provide auditory/visual outline.
- Provide print outline of videos.
- Use closed captioning.
- Provide interpreting/transliterating of videos.
- Provide/use descriptive videos.

ACQUISITION
Recommendation #9 - <u>Use set routines.</u>

TEACHING/LEARNING STRATEGIES

- Use consistent methods to instruct/present, assess, review, and discipline students in the educational setting.
- Presentation/instruction
  - Use the same method in a consistent manner to key students to the activities (example: a verbal or physical prompt, manual signs, visual reminders such as pictures, printed schedules of activities daily for task, posted routines in classrooms).
  - Write assignments on the board each day.
  - Provide a weekly/monthly calendar of events.
  - Set an established place for storing materials.
  - Keep the classroom arranged in the same manner.
  - Provide seating charts.
  - Use clock faces to show classroom routine times.
  - Give a rationale for learning.
  - Teach strategies for studying/learning including, outline, questions and answers, and awareness of learning.
- Assessment
  - Use the same verbal/visual/physical prompting for test time. (Example: "Clear your desk; sharpen pencils. This is a test.") Establish a pre-testing routine for the environment.
  - Establish a routine for turning in work.
  - Establish a routine for missed assignments.
  - Establish a routine for what to do when finished with work.
  - Establish a routine for asking questions, requesting assistance.
  - Teach Prepare to Succeed (PASS):
    <u>P</u>ut name on paper.
    <u>A</u>llot time and order.
    <u>S</u>ay something positive (affirmations).
    <u>S</u>tart within two minutes.

ACCOMMODATIONS

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ACQUISITION
Recommendation #10 - <u>Differentiate assignments for students</u>.

TEACHING/LEARNING STRATEGIES

- Match assignments to students' level/ability of performance, using
  - Oral/signed/cued versus written
  - Cooperative groups (Be sure student has skills to work in a group effort.)
  - Peer assistant
  - Adaptive technological aids
  - Historical timelines, graphs, and charts
  - Dramatizations of events
  - Shorter written/assignments
  - Graphic organizers
  - Art/Music
  - Dioramas/Maps
  - Real-life situations applied to content areas (i.e., community experiences, worksite experiences, life-based skills practice).
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ACCOMMODATIONS

- Reduce or alter assignments; require less output on tasks that require lengthy reading or paper-pencil tasks.
- Allow oral/signed/cued speech versus written tasks.
- Provide a peer facilitator.
- Allow shorter written assignments.
- For students with sensory/language/motor impairments, provide
  - Braille
  - Sign language/Cued Speech
  - Augmentative communication devices
- Use parallel texts.
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ACQUISITION
Recommendation #11 - <u>Provide tutoring/support.</u>

TEACHING/LEARNING STRATEGIES

- Provide written or tape-recorded notes/lectures to use as a review.
- Use supplemental software and adaptive technology.
- Use a game format for teaching/review.
- Utilize cross-grade and cross-course tutoring.
- Assign a study buddy.
- Use cooperative learning group activities.
- Provide study guides.
- Provide opportunities for modeling and shadowing.
- Involve parents.
- Develop self-tutoring materials.
  - Flash cards
  - Self-checking devices
  - Programmed instruction.
- Provide a partial outline and teach notetaking.
- Put the outline on note cards or colored paper.
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ACCOMMODATIONS

- Assign a peer tutor.
- Provide note takers, duplication, advanced organizers.
- Provide an auditory/written outline.
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ACQUISITION
Recommendation #12 - Provide both oral and written directions.

TEACHING/LEARNING STRATEGIES

- List directions in numerical order rather than in paragraph style.
- Have the students orally repeat/sign directions after they are given.
- Color code sequenced/routine tasks.
- Highlight key activities or clue words.
- Provide a written assignment sheet.
- Post directions on the board.
- Provide visual cues through photos or illustrations.
- Model instructions/directions.
- Provide a completed project or finished example.
- Provide a project checklist.
- Provide timelines to check, review, and redirect.
- Allow another student to rephrase or reteach directions.
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ACCOMMODATIONS

- Present directions in terminology or medium appropriate to the learner's needs.
  - Sign language/Cued Speech
  - Communication board
  - Augmentative device
  - Taped direction
  - Braille or large print
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ACQUISITION
Recommendation #13 - **Provide modeling.**

TEACHING/LEARNING STRATEGIES

- Provide a step-by-step process through illustration, oral explanation, modeling, demonstration, and support, using task analysis.
- Provide variations of materials that still produce the end product: e.g., thicker paper, different colors.
- Allow an elimination of steps.
- Allow students to work from the finished product back.
- Allow a practice run and let students resubmit their work for a grade.
- Provide an example for all required written work.
- Provide practice for real-life experiences.
  - Job interviews
  - Conflict resolution
  - Social skills.
- Use verbal, tactual, and visual examples.
  - Read aloud.
  - Shared reading.
  - Shared writing.
- Model the process of thinking and problem solving; model how to solve a problem to complete a task; model metacognitive thinking.
- Present more than one example. Be aware of learning styles.
  - Student models
  - Interactive teaching
  - Real-life application (e.g., job interviews, conflict resolution, social skills, consumer applications, shadowing)
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ACCOMMODATIONS

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ACQUISITION
Recommendation #14 - <u>Use visualization with verbalization.</u>

TEACHING/LEARNING STRATEGIES

- Allow student to illustrate or construct projects along with verbal/signed/cued speech presentation.
- Provide a model or an example.
- Use multimedia techniques.
- Use maps, graphs, and charts.
- Use posters, collages, overhead projector.
- Dramatize events or key concepts.
- Provide timelines, flow charts, or story maps (webbing).
- Use manipulatives such as story chains.
- Use colors to key important concepts -- to include colored chalk.
- Use Content Enhancement Routines (e.g., Concept Anchoring, Concept Mastery, Frame, Course Organizer, Unit Organizer, Lesson Organizer).
- Use decision-making table.
- Use definition table.
- Read aloud (flash cards, text, literature selection).
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ACCOMMODATIONS

- Emphasize or augment with sign language, signals or student's method of communication.
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ACQUISITION
Recommendation #15 - Label objects.

TEACHING/LEARNING STRATEGIES

- Coordinate home and school labels.
- Use pictures as well as words.
- Use codes, such as colors or symbols.
- Use functional labels from the environment.
- Use rebuses/symbols.
- Use mnemonics on labels.
- Use a variety of materials as labels.
  - Post-its
  - Tabs
  - Colored folders
  - Colored ink
  - Highlighters
- Label functional areas to cue where to find materials.
- Use an overhead projector to present visually and auditorily simultaneously.
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ACCOMMODATIONS

- Use an appropriate medium for the student:
  - Sign language interpreter/transliterator
  - Cued speech transliterator
  - Language (ESL)
  - Textures
  - Braille/large print
  - Taped direction
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ACQUISITION
Recommendation #16 - <u>Ask focused questions</u>.

TEACHING/LEARNING STRATEGIES

- Ask the students to restate given information into question form.
- Use the who?, what?, why?, when?, where?, how? method.
- Eliminate all unnecessary information.
- Break down the amount of material covered (section vs. whole chapters).
- Use verbal/signed/cued as well as written questions.
- Ask questions so that the student has a good chance of answering the question successfully; use prompts.
- Use daily and/or weekly summative evaluation.
- Use vocabulary concepts that are familiar to the student.
- Use anticipatory cues to alert students to prepare for questions.
- Pose questions and answer them to model appropriate responses.
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ACCOMMODATIONS

- Use anticipatory cues at key/frequent intervals during a selection to focus the student to the intent of what is read.
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ACQUISITION
Recommendation #17 - <u>Provide options for the students to obtain class notes.</u>

TEACHING/LEARNING STRATEGIES

- Allow the students to copy the notes of other students with their approval.
- Make a copy of another student's notes with his/her approval.
- Allow students to check one another's notes to be sure that the information has been recorded correctly.
- Have the designated note taker use carbon or NCR paper and give a copy of the notes to the student.
- Provide a copy of the teacher's notes.
- Maintain a resource notebook of class notes.
- Have one student read his/her notes into a tape recorder for other students.
- Teach a note-taking strategy.
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ACCOMMODATIONS

- Assign a designated peer note taker.
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ACQUISITION
Recommendation #18 - <u>Use multi-modality materials</u>.

TEACHING/LEARNING STRATEGIES

- Use charts, graphs, maps, globes, semantic maps, graphic organizers.
- Provide music, software, filmstrips, videos, dramatizations.
- Utilize hands-on materials.
- Use textures, colors, models.
- Allow tape recorders.
- Use alternative texts.
- Provide individual chalkboards/dry erase.
- Ask students to design bulletin boards.
- Allow/provide diagrams.
- Make task cards.
- Use raised line techniques to feel lines and angles.
- Consider turning sound off during the viewing of a video.
  - Provide content appropriate for student.
  - Tape record your own script.
  - Use the tape as a creative writing tool.
- Use real objects.
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ACCOMMODATIONS

- For the blind student, use audio descriptive videos.
- Allow the student to feel shapes and objects and to compare spatial relations through touch.
- For the hearing impaired student, use closed-captioned videos when appropriate.
- Use communication boards.
- Use adaptive technology.
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ACQUISITION
Recommendation #19 - <u>Model letter formation and numeral formation.</u>

TEACHING/LEARNING STRATEGIES

- Use a multi sensory approach to handwriting.
    - Skywriting
    - Texture writing
    - Sand trays
    - Shaving cream
    - Sculpting gel in plastic bag
    - Kinesthetic techniques.
- Select materials/methods from various programs to meet individual needs.
    - Teach handwriting strategies.
- Use cursive ghost writing.
- Talk through and model techniques. (Say and then Do.)
- Begin with six foot formations on floor, move to 24 inch, to 6-8 inches, and finally to ruled paper.
- Allow the students to use print or cursive handwriting. Utilize the style with which the students are most comfortable or which are most legible.
- Use number rhymes.
- Use the Fernald method.
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ACCOMMODATIONS

- Consult an occupational therapist for classroom activities to develop necessary fine motor functions.
- Explore different methods and adaptations to hold a pencil.
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ACQUISITION
Recommendation #20 <u>Use cooperative learning strategies.</u>

TEACHING/LEARNING STRATEGIES

- Use cooperative learning activities.
- Change instructional groups.
- Vary groups to match the student's needs according to
  - Group size
  - Members
  - Skill levels
  - Gender
  - Tasks.
- Change partners periodically.
- Allow students a choice in partnerships.
- Evaluate effectiveness.
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ACCOMMODATIONS

- Provide alternative sites for cooperative groups for appropriate acoustics.
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LIST OF RECOMMENDATIONS FOR MANIPULATION

#1   Utilize classroom design.
#2   Help students to use information effectively.
#3   Teach students to apply information.
#4   Enable altering information.

MANIPULATION
Recommendation #1 <u>Utilize classroom design</u>.

TEACHING/LEARNING STRATEGIES

- Use individualized instruction.
- Group students by cross-ability.
- Provide study carrels.
- Use room dividers.
- Provide headsets to muffle noise.
- Seat the students away from doors/windows.
- Seat the students near the model.
- Rearrange student groups.
- Use the overhead projector for models, directions, notes.
- Reduce environmental distractions.
  - Air conditioner noise
  - Florescent light buzz
  - Glare
  - Outside noise.
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ACCOMMODATIONS

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MANIPULATION
Recommendation # 2 Help students to use information effectively.

TEACHING/LEARNING STRATEGIES

- Use generalization cards.
- Practice predicting outcomes.
- Use self evaluation.
- Formulate summaries.
- Encourage application of new learning.
- Use proofreading skills.
- Use miscue analysis.
- Use concept diagrams, semantic mapping.
- Use paraphrasing.
- Highlight or bullet key points.
- Summarize for notetaking.
- Allow students to make and use flash cards to recall important information.
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ACCOMMODATIONS

- Highlight most frequently used words.
- Use reinforcement.
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MANIPULATION
Recommendation #3 <u>Teach students to apply information</u>.

TEACHING/LEARNING STRATEGIES

- Develop problem-solving strategies.
- Use self-directed questioning strategy.
- Use Hypothesis Strategy.
- Use Modified Reciprocal Teaching.
- Integrate information into real-life application.
- Use POSSE strategy.
  - <u>P</u>redict what ideas are in the story.
  - <u>O</u>rganize your thoughts.
  - <u>S</u>earch for the structure.
  - <u>S</u>ummarize.
  - <u>E</u>valuate, compare, clarify and predict.
- Use classification.
- Set up problems.
- Use self-monitoring homework.
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ACCOMMODATIONS

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MANIPULATION
Recommendation #4 Enable altering information.

TEACHING/LEARNING STRATEGIES

- Use analogies.
- Use Modified Reciprocal Teaching.
- Encourage visual imagery and imagining.
- Utilize problem-solving and reasoning skills.
- Teach summarization skills.
- Use paraphrasing to state key ideas, main ideas, events.
- Transform the abstract to real-life application.
- Teach separating needed/useful information from extraneous information.
- Use strategies for formulating and supporting opinions.
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ACCOMMODATIONS

- Simplify the problem.
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LIST OF RECOMMENDATIONS FOR ORGANIZATION

#1   Provide a graphic organizer.
#2   Post assignments.
#3   Give concise, clear directions.
#4   Ask probing questions.
#5   Set a daily routine.
#6   Color code folders/overhead/print.
#7   Provide checklists for activities.
#8   Provide a time frame for long term assignments with interim dates.
#9   Use small, sequential steps.
#10   Reduce visual and auditory distractions.
#11   Use effective study techniques.
#12   Use varied formats.
#13   Use organization techniques.
#14   Provide abundant models, samples.
#15   Use advanced and post organizers.

ORGANIZATION
Recommendation #1 - <u>Provide graphic organizers</u>.

TEACHING/LEARNING STRATEGIES

- Use webbing (examples: story maps, flow charts, outlines, diagrams, etc.).
- Use graphs/charts.
- Use icons or pictures to illustrate key topics.
- Cross reference pictures on tabs to match books and notes.
- Provide a picture (photo) of the finished product.
- Pair the picture with vocabulary words; phase this activity out as students become more focused on the word.
- Cluster groups by attribute (example: names of generals under picture of soldier).
- Place mnemonic/remembering reminders on walls or desks (example: COPS).
- Place cued strips at desk as needed: e.g., ABCs, number line, *Touch Math*.
- Provide a model or example of parts to the whole: e.g., steps of scientific inquiry.
- Create concrete examples of abstract concepts using pictures, photos, objects.
- Teach chunking techniques.
- Use semantic mapping.
- Use cognitive mapping.
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ACCOMMODATIONS

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ORGANIZATION
Recommendation #2 - <u>Post assignments</u>.

TEACHING/LEARNING STRATEGIES

- Develop an individualized checklist for self monitoring.
- Use post-it notes to individualize assignments and to give specific feedback.
- Use the same classroom routines, daily and weekly, on the board to serve both as a reminder or as a planning aid.
- Provide homework assignment sheets.
- Break down tasks into steps and post them in the room or on individual desks.
- Use clocks or time frames to prioritize tasks and to help manage each activity.
- Give the students a list of topics for that day.
- Provide a copy of a calendar to teach long range planning.
- Review assignments periodically and ask students to repeat to verify their understanding.
- Complete two or three steps and check before continuing.
- Post a materials list.
- Make sure students are a part of goal setting.
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ACCOMMODATIONS

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ORGANIZATION
Recommendation #3 - <u>Give concise, clear directions</u>.

TEACHING/LEARNING STRATEGIES

- Simplify vocabulary and explanations.
- Break down/write instructions in simple steps.
- Ask students to repeat each step aloud, or ask students to sign/say/cue each step.
- Provide a copy of your directions for students to follow as you speak.
- Use webbing or flow chart.
- Summarize and review often.
- Use an overhead projector when presenting directions.
- Number directions or list directions rather than present them in a paragraph.
- Provide directions more than one time for a long task or page.
- Provide examples following written directions.
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ACCOMMODATIONS

- Shorten the length of sentences.
- Provide peer tutor or buddy system to clarify directions, as needed.
- Allow a tape recorder for directions.
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ORGANIZATION
Recommendation #4 - Ask probing questions.

TEACHING/LEARNING STRATEGIES

- Provide wait time for processing information/questions.
- Pre-teach critical vocabulary.
- Enhance vocabulary by using in context.
- Have students formulate their own questions to use later for class discussions.
- Pre-formulate questions using specifications to lead to exact conclusions.
- Use prompts to ensure success.
- Ask students to elaborate.
- Ask one student to summarize what another student has said and allow for clarification (written or verbal).
- Provide a copy of the questions to be asked.
- Teach students specific strategies: e.g., Execute strategy--a. Preview, review, predict; b. Ask and answer; c. Summarize and synthesize.
- Have students work in cooperative groups to answer questions.
- Ask open-ended questions.
- Use the KWL Strategy.
  - <u>K</u>now - What do I already know about the topic?
  - <u>W</u>hat - What do I want to learn?
  - <u>L</u>earn - What have I learned about the topic?
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ACCOMMODATIONS

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ORGANIZATION
Recommendation #5 - <u>Set a daily routine.</u>

TEACHING/LEARNING STRATEGIES

- Post the schedule on walls in a manner consistent with the students abilities.
- Post daily and weekly assignments.
- Review the schedule orally at specific intervals.
- Use assignment sheets or notebook.
- Brief students on key issues for the day.
- Alternate activities students enjoy a great deal with those they enjoy less.
- Post rules and review them often.
- Avoid unnecessary revisions in the schedule.
- Provide a desk copy of the routines.
- Provide clear directions for changes in daily routine and give prior warning: e.g., assemblies, substitutes.
- Establish routines for such activities as handing work in, heading papers.
- Use cues consistently when changing from one activity to another to assure a smooth transition.
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ACCOMMODATIONS

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ORGANIZATION
Recommendation #6 - <u>Color code folders/overhead/print.</u>

TEACHING/LEARNING STRATEGIES

- Color code key issues: e.g., all vocabulary in green, definitions in pink, facts in yellow.
- Code all answers to check-up questions and review in yellow: write page number for these next to the questions.
- Color code folders by subject.
- Highlight key facts in text in yellow.
- Use colored small post-it notes to correspond to key issues in the book.
- Be consistent with all materials, routines and written work format in all classes.
- Use a color overlay to correspond with the subjects when giving notes.
- Attach color tabs to textbook edges to correspond to subjects: e.g., key issues, review.
- Highlight the most frequent words and new vocabulary.
- Color code the place value.
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ACCOMMODATIONS

- Use kinesthetic means to code folders.
- Staple construction paper with a "window" to a stick and use to highlight words on overhead.
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ORGANIZATION
Recommendation #7 - <u>Provide checklists for activities</u>.

TEACHING/LEARNING STRATEGIES

- Provide classroom and homework assignment sheets daily.
- Teach self-regulation procedures.
- Use reciprocal peer revision strategies.
- Provide model/samples.
- Encourage the students to participate in goal setting.
- Provide written, oral, signed or cued directions/explanations of assignments.
- Provide directions on the level of the student.
- Allow use of self-correcting materials.
- Utilize rebuses/pictures.
- Follow a set routine for homework tracking.
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ACCOMMODATIONS

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ORGANIZATION

Recommendation #8 - <u>Provide a time frame for long term assignments with interim dates.</u>

TEACHING/LEARNING STRATEGIES

- Break long assignments into smaller sequenced steps.
- Provide additional time to learn.
- Provide students and the parents with a calendar of the assignment and the date due; provide students an "agenda."
- Work in cooperative groups to complete smaller assignments.
- Use a peer tutor/buddy system to work on the assignment.
- Provide frequent feedback for each completed step.
- Provide a checklist of the sequential steps.
- Use timers to allocate time.
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ACCOMMODATIONS

- Allow the student to make a draft copy before the completed assignment.
- Allow the student to use alternative assignments.
- Modify assignment and dates as needed.
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ORGANIZATION
Recommendation #9 - Use small, sequential steps.

TEACHING/LEARNING STRATEGIES

- Simplify vocabulary and explanations.
- Keep directions clear, precise, concrete and succinct.
- Break down instructions into simple steps.
- Provide wait-time in discussion and question-and-answer periods so that students can process information.
- Prioritize steps.
- Provide sequential directions: first, second, third....
- Provide models or completed steps and completed project.
- Reinforce mastery of each step.
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ACCOMMODATIONS

- Modify number of steps for the student to do with the teacher providing a completed model.
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ORGANIZATION
Recommendation #10- Reduce visual and auditory distractions.

TEACHING/LEARNING STRATEGIES

- Provide study carrels.
- Use room dividers.
- Provide headsets to muffle noise.
- Seat students away from doors/windows.
- Seat students near the model.
- Rearrange student groups.
- Highlight relevant words/features.
- Use an overhead projector for models, directions, notes.
- Change far-point to near-point material for copying or review.
- Provide copies of key information, directions.
- Provide black lined paper rather than ditto paper.
- Reduce environmental distractions:
    - Air conditioner noise
    - Florescent light buzz
    - Glare
    - Outside noise.
- Write clearly.
- Have students clear the work area and keep their desks uncluttered.
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ACCOMMODATIONS

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ORGANIZATION
Recommendation #11 - <u>Use effective study techniques.</u>

TEACHING/LEARNING STRATEGIES

- Provide a list of critical vocabulary words for content material.
- Provide an essential-fact list.
- Provide discussion questions before student reading.
- Use key direction words.
- Use partially completed notes.
- Provide mnemonic devices.
- Use graph paper (for place value) and arrows to indicate direction; ask the students to explain the problem and estimate the answer.
- Use self-correcting materials.
- Provide a peer-tutor/buddy system for note taking: e.g., use of carbon paper or NCR paper.
- Allow computer software for guided practice.
- Use games to learn/reinforce content.
- Use cooperative group activities.
- Use *The Classroom Notetaker* by Jimmie Joan Wilson.
- Use Paired Associates Strategy (LISTS):
  <u>L</u>ook for clues. Highlight words of importance.
  <u>I</u>nvestigate the items. Students identify pairs or small groups of information that they need to recall.
  <u>S</u>elect and design a one mnemonic device from CRAM to help recall information.
  <u>C</u>reate a mental image.
  <u>R</u>elate to familiar.
  <u>A</u>rrange boxes around.
  <u>M</u>ake a code.
  <u>T</u>ransfer the information to a study card. Create an appropriate mnemonic device.
  <u>S</u>elf-test - Use a self-testing technique to master the information.
- Allow students to correct homework together.
- Use guided practice.
- Use the 4MAT philosophy.
- Use problem integration.

ACCOMMODATIONS

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ORGANIZATION
Recommendation #12 - <u>Use varied formats.</u>

TEACHING/LEARNING STRATEGIES

- Break down assignments into short segments. Assign a due date per assignment.
- Provide real-life experiences that relate to the content.
- Provide additional examples.
- Use rebuses (pictured) directions.
- Highlight relevant words/features.
- Provide sequential directions (first, second, third).
- Provide more practice trials.
- Increase the allotted time.
- Provide an error drill.
- Increase reinforcement frequency.
- Tape record student responses.
- Choose which type of question to ask a particular student so that the student has a good chance of answering the question successfully.
- Modify the demands of the class as necessary.
- Modify assignments as needed: e.g., limiting spelling requirements, varying length, or limiting items.
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ACCOMMODATIONS

- Have a scribe write notes.
- Change the response format: e.g., from verbal to physical; from saying to pointing.
- Allow every other problem to be done.
- Reduce the student's work load.
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ORGANIZATION
Recommendation #13 -<u>Use organization techniques</u>.

TEACHING/LEARNING STRATEGIES

- Circle the mathematics computation sign.
- Provide content/lecture structure.
- Provide a copy of the teacher's notes for students to follow along.
- Provide a daily/weekly assignment sheet.
- Give students a list of the topics for that day.
- Devise semantic maps.
- Create graphic organizers.
- Outline notes and key sections of the text to emphasize the main ideas.
- Provide study questions.
- Provide a sample of the completed project.
- Use verbal cuing strategies to alert students to key ideas.
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ACCOMMODATIONS

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ORGANIZATION
Recommendation #14 - <u>Provide abundant models, samples.</u>

TEACHING/LEARNING STRATEGIES

- Make samples of each completed step in the process of getting to the end of the product.
- Provide samples of end products across all content areas to serve as models.
- Use choral reading to reinforce written information.
- Use an overhead projector and/or board to model processes.
- Provide more than one example for review.
- Talk through the thinking process as to how a problem is solved so that students can learn how to problem-solve.
- Use metacognition; think aloud how a good learner solves a problem or completes a task.
- Use concrete objects.
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ACCOMMODATIONS

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ORGANIZATION
Recommendation #15 Use advanced and post organizers.

TEACHING/LEARNING STRATEGIES

- State the expectation.
- Set goals.
- Gain the students' attention.
- Review previous learning.
- Personalize the lesson.
- Explain the learning goal.
- Connect the lesson with previous learning.
- Review the content of the lesson.
- Cue the students to check progress, ask questions, summarize.
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ACCOMMODATIONS

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LIST OF RECOMMENDATIONS FOR STORAGE

#1   Provide frequent review, repetition, reflection.
#2   Provide cumulative reviews; connect new information to prior knowledge.
#3   Provide directions and support.
#4   Present written material in different formats.

TEACHING/LEARNING STRATEGIES

- Use visual and tactile flash cards.
- Allow study buddies/group study.
- Provide frequent review of materials. Incorporate review time into the daily schedule.
- Review with games: e.g., *Jeopardy, Memory, Wheel of Fortune.*
- Use visual aids posted on walls, desktops, pencil toppers, etc.
- Make use of transition times to review.
- Provide taped reviews/listen with headphones.
- Provide computer programs that review materials.
- Use "Cloze Procedure" activities with material from the text.
- Encourage dramatization.
- Use rereading.
- Allow students as teachers.
- Utilize reflective journals.
  - Video
  - Audio
  - Written
  - Pictures/illustrations.
- Allow reading of the text aloud.
- Allow verbalizations.
- Use Content Enhancement Procedures from KU-CRL.
- Use study guides.

ACCOMMODATIONS

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STORAGE
Recommendation #2 - <u>Provide cumulative reviews; connect new information to prior knowledge.</u>

TEACHING/LEARNING STRATEGIES

- Incorporate the KWL (what I know, what I want to know, what I learned) charts into all academic areas.
- Use linking words/concepts to build upon concepts previously learned.
- Begin each lesson with a review of previously learned material. Connect it to new material.
- Include past material on tests and worksheets for extra credit.
- Incorporate materials for review in a game: e.g., *Jeopardy, Wheel of Fortune, Hangman.*
- Make use of transition times to review.
- Assess to make certain students know all components of the new skill: e.g., can student add, subtract, divide.
- Use KWL (what I know, what I want to know, what I learned) to assess.
- Relate materials to students= environment.
- Use examples from students to complement explanations.
- Brainstorm and write down new material evoked by students.
- Use multi-media technology to assist in the review.
- Provide opportunity for review.
- Use the Concept Anchoring Routine.
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ACCOMMODATIONS

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STORAGE
Recommendation #3 - <u>Provide directions and support</u>.

TEACHING/LEARNING STRATEGIES

- Establish verbal cuing or prompts to redirect. Use gestures or signal alerts.
- Pair icons or graphics with the subject matter.
- Teach the students to apply what has been learned.
- Use probing questions to re-establish focus.
- Teach "key" words in relation to the material.
- Give specific questions prior to the students' reading the material.
- Show the paragraph or line where the material is located (highlighting).
- Relate materials, vocabulary and content to the students' environment.
- Provide prompting with clues and hints.
- Use a peer buddy to assist in redirection.
- Establish direct eye-contact before signing/transliterating directions.
- Use flow charts.
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ACCOMMODATIONS

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STORAGE
Recommendation #4 - <u>Present written material in different formats.</u>

TEACHING/LEARNING STRATEGIES

- Type materials and provide readable copies.
- Keep directions simple and short.
- Increase readability of questions as needed.
- Use shorter sentences.
- Teach "key" words in relation to the material.
- Give specific questions prior to the students' reading the material.
- Show the paragraph or line where the material is located.
- Relate materials to students' environment.
- Problems to avoid:
    - Overcrowding of material
    - Lack of white space
    - Handwritten or poorly typewritten materials
    - Single-spaced typing
    - Lack of organizational flow
    - Small or indefinite answer areas
    - Confusing diagrams
    - Overly detailed maps
    - Too many different activities on a page
    - Overwhelming volume of materials
    - Lack of examples
    - Lengthy or unclear instructions
    - Visual distractions
    - Transferring within the page or from page to page
    - Quality of copy (black vs. purple, camera ready copies)
- Tape material.
- Use computer technology.
- Provide challenging vocabulary within the text with a description in parenthesis.

Recommendation #4 Continued

- Storage of content information:
  - Use think-out-loud method.
  - Use SQ3R method.
  - Use Multi Pass Strategy.
  - Use check off systems.
  - Teach instructional scaffolding.
  - Use visual imagery strategy.
  - Use Cornell Method.
  - Teach self-regulation procedures.
  - Locate italicized words and phrases.
  - Present material through different media: e.g., overhead, computer.
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ACCOMMODATIONS

- Provide materials in the appropriate reading media.
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LIST OF RECOMMENDATIONS FOR RETRIEVAL

#1   Allow the use of a calculator/mathematics grid.
#2   Evaluate mastery of material.
#3   Provide assistance for retrieval.
#4   Provide students opportunities to express what has been learned.
#5   Alert students to a change in mathematics operations.
#6   Use varied testing methods.
#7   Provide word banks with tests.
#8   Provide alternative methods of note taking.
#9   Use a multisensory approach within presentations.
#10   Eliminate anxiety during class discussions.
#11   Give clues.
#12   Provide time frames for assignments.
#13   Have the student repeat directions.
#14   Ask higher level questions.
#15   Allow ample time for all assignments and tests.

RETRIEVAL
Recommendation #1 - <u>Allow use of a calculator/mathematics grid</u>.

TEACHING/LEARNING STRATEGIES

- With an overhead calculator, teach/practice correct usage of the calculator.
- Color code keys for various functions.
- Use a calculator with raised keys.
- Have a flow chart on the wall and on the desk, indicating steps used to perform functions.
- Teach the *Touch Math* concept for calculating addition and subtraction.
- Have multiples chart for use in multiplication and division with *Touch Math*.
- Highlight pertinent parts of the mathematics grid to facilitate grid usage.
- Cut colored paper strips and place them on transparencies.
- Incorporate calculators into daily work and tests.
- After students have exhibited proficiency with a mathematics skill, incorporate a calculator for accuracy.
- Use graph paper for place value.
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ACCOMMODATIONS

- Use talking calculators.
- Use braille calculators.
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RETRIEVAL
Recommendation #2 - <u>Evaluate the mastery of the material</u>.

TEACHING/LEARNING STRATEGIES

- Test at the end of each unit/chapter.
- Test only the material covered by the teacher.
- Give broad-based questions: e.g., "Tell me what you know about...."
- Give a group oral test.
- Give an individual oral test.
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ACCOMMODATIONS

- Allow extended time for testing; customize the time and length of tests to meet the needs of individual students.
- Test on one topic at a time; give shorter tests that cover only one topic.
- Grade only what the student is able to finish with diligent effort, provided the concepts taught have been covered.
- Allow the student to take an examination with adaptations. 1) Average the two grades or 2) Choose the better of two grades.
- Break the tests into several sections; give one section each day; review the section prior to testing.
- Have a scribe write down the student's answers for him to refer to for future reference.
- Allow the student to use an external memory aid sheet and to write down vocabulary words or formulas for the test. Allow the student to take them to the test.
- Record test questions on a tape recorder and allow the student to use a headset.
- Allow the student to record written answers on the computer.
- Give credit for a correct answer; disregard spelling errors, if not critical.
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TEACHING/LEARNING STRATEGIES

- Provide a variety of formats.
  - Visual
  - Auditory
  - Combination
  - Kinesthetic
- Provide repetition/practice in game fashion; construct jeopardy-type games.
- Incorporate lots of repetition but do so in a structured organized way.   Students need to know what is expected in the way of daily practice.
- Decrease amounts of written repetition in traditional paper/pencil fashion; use wipe-off boards, magic slates, stamps and ink pad, manipulatives, chalkboard.
- Use the drill sandwich approach: "sandwich" new information, words, or concepts between well-known material.
- Upon a beginning daily lesson, review material previously learned. Use something fun; give extra credit for known material.
- Use a key word or linking method: e.g., given a list of words to remember, repeat the list several times; then picture the first word in your mind, link the first word to the second word; and imagine a picture that links the words.)
  - car, house, river, church, elephant
  - A huge car is on top of a house that is floating down a big river; the river flows through a small church where 10 elephants are sitting inside.
- Use mnemonics.
  - Acronyms
  - Acrostics (puzzles)
- Provide a thorough review several days before the test; use a small group review, study buddies, question and answer periods.
- Relate items to familiar information.
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ACCOMMODATIONS

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RETRIEVAL
Recommendation #4 - Provide students opportunities to express what has been learned.

TEACHING/LEARNING STRATEGIES

- Allow oral interviews.
- Use tape recorders and other technological devices for spelling, mathematics, and all subject matters.
- Use a tape recorder with color-coded labels for each topic; have the students refer to the textbook and notes and read appropriate material into a recorder. (A peer helper could help organize material into an outline form.)
- Develop and use an organized format for students to follow.
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ACCOMMODATIONS

- Have the scribe write down/organize material for the student.
- Use assistive technology.
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NOTE: Be sure the scribe is willing and trained prior to the activities. He/She must have a legible handwriting and understand the communication mode of the student.

TEACHING/LEARNING STRATEGIES

- Highlight problems of one operation in one color, those with another operation in another color.
- Use graph paper in multi-step problems; alert students to change with pre-highlighted areas: e.g., long division.
- Circle problems with one operation for younger children.
- Teach remembering devices to help in sequencing steps.
  Examples:

  - Please   υParenthesis   •Dirty   υDivide
  - Excuse   υExponents   •Monkeys   υMultiply
  - My   υMultiplication   •Smell   υSubtract
  - Dear   υDivision   •Bad   υBring down
  - Aunt   υAddition
  - Sally   υSubtraction

- Provide visuals on the wall, desktop, and on papers to remind students of the sequence of activities and changes within problems.
- Use a study buddy.
- List operations in correct order in the margin.
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ACCOMMODATIONS

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RETRIEVAL
Recommendation #6 - <u>Use varied testing methods</u>.

TEACHING/LEARNING STRATEGIES

- Change fill-in-the-blank questions to multiple choice questions.
- Eliminate one of the choices in multiple choice questions; choose from three choices instead of four.
- Use pre/post tests to give points for progress.
- Open book and open notes test; highlight pertinent information for the students.
- Give take home tests.
- Give group tests or pairs test.
- Give tests on tape.
- Require a project in place of the test.
- Allow students to make-up test questions.
- Allow students to retake tests and give credit for improvement.
- Use test/practice/test.
- Use PIRATES test taking strategy.
    <u>P</u>repare to succeed (PASS).
        <u>P</u>ut name on paper.
        <u>A</u>llot time and order.
        <u>S</u>ay something positive (affirmations).
        <u>S</u>tart within two minutes.
    <u>I</u>nvestigate the items (run); read directions; underline what; note special directions; where to do it
    <u>R</u>ead, remember, review.
    <u>A</u>nswer or abandon.
    <u>T</u>urn/back.
    <u>E</u>stimate.
    <u>S</u>urvey test.
- Use a dramatization.
- Use oral testing.
- Use true/false tests.
- Provide a word bank for fill-in-the-blank format.
- Allow manipulatives during testing.

ACCOMMODATIONS

- Scan the test into a computer for the student's use with keyboard, mouse, etc.

RETRIEVAL
Recommendation #7 - <u>Provide word banks with tests</u>.

TEACHING/LEARNING STRATEGIES

- Color code words as to parts of speech: e.g., nouns in blue, verbs in red.
- Eliminate ambiguous words that could fill in more than one bank.
- Include the first letter of correct words or include a word shape puzzle to aid in selecting the correct word.
- Instruct students in marking out used words; teach the process of elimination.
- Review words prior to the test.
- Provide a rebus where applicable, with word bank words.
- Read questions aloud to the students and have them answer to themselves prior to reading the word bank.
- Teach students to use imagery and context clues.
- If words are used more than once from the word bank, include the word the same number of times.
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ACCOMMODATIONS

- Reduce the number of words: e.g., limit to five words or five sentences.
- Program a communication device with a word bank that will allow the student to give an appropriate verbal or written response.
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RETRIEVAL
Recommendation #8 - <u>Provide alternative methods of note taking.</u>

TEACHING/LEARNING STRATEGIES

- Use pictures, computer graphics, or other visual representations in place of written information.
- Use keyboarding.
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ACCOMMODATIONS

- Allow use of a scribe.
- On essay tests, have the scribe write down the student's response; give the student a chance to organize material and the scribe rewrites it for clarity.
- Utilize the scribe for note taking; use NCR paper or make a copy of the student's notes.
- Have the scribe record all the answers on tests.
- Use braille.
- Use tape recorder.
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NOTE: Be sure the scribe is willing and trained prior to the activities. The scribe must have a legible handwriting and understand the communication mode of the student.

RETRIEVAL
Recommendation #9 - <u>Use multisensory approach within presentations.</u>

TEACHING/LEARNING STRATEGIES

- Use the computer to retrieve pictures, graphs, and other illustrations to accompany the student produced presentations.
- Use a taped oral presentation of the student's reports; this tape will be played while the students demonstrate.
- Use plays with props, choral reading, singing and raps; students will illustrate concepts with student-created posters, murals.
- Use a video recorder to create a video to accompany the student's oral presentations.
- Create student drawn slides with fine tipped permanent markers, clear contact paper, and slide frames; put the frames to music and add the student narration.
- Ask students to construct models.
- Ask students to reenact events.
- Ask students to illustrate abstract concepts using their bodies, objects, and pictures.
- Use graphic organizers.
- Use advanced organizers.
- Use content enhancement procedures.
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ACCOMMODATIONS

- Use an interpreter or transliterator.
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RETRIEVAL
Recommendation #10 - <u>Eliminate anxiety during class discussions.</u>

TEACHING/LEARNING STRATEGIES

- Alert students to questions prior to asking the students questions.
- If the procedure works for the students, be consistent with the same discussion/test style throughout the year.
- Give questions as group work; let students discuss and give responses as a group.
- Provide wait-time in discussion and question-and-answer periods so students can process information and sequence the answer.
- Give two tests on the same topic and use or accept the better grade.
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ACCOMMODATIONS

- Provide extended time for response.
- Record test answers on a tape.
- Have a scribe record answers for the student's future use.
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NOTE: Be sure the scribe is willing and trained prior to activities. The scribe must have a legible handwriting and understand the communication mode of the student.

RETRIEVAL
Recommendation #11 - <u>Give cues.</u>

TEACHING/LEARNING STRATEGIES

- Make use of visual cues -poster charts, graphs- in the classroom; make desktop copies when applicable; let students use cues for daily work and tests; prompt students to use cues.
- Provide study guides prior to tests.
- Make use of acrostics, acronyms, and remembering mnemonic devices as aids to learning.
- Use story maps and word webs/maps to summarize concepts
- Use pictorial clues.
- Read class materials orally.
- Show photos.
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ACCOMMODATIONS

- Use consistent touch cues throughout all environments.
- Use visual schedules.
- Use concrete objects or tangible symbols.
- Simplify tasks.
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RETRIEVAL
Recommendation #12 - <u>Provide time frames for assignments</u>.

TEACHING/LEARNING STRATEGIES

- Use assignment folder agendas for writing down assignments. Have parents sign the agendas.
- Post the due dates on the board and refer to them daily.
- Break down assignments into shorter segments; assign a due date to each segment.
- List steps for assignments.
- Use the Quality Time Assignment Strategy; the teacher and the students decide jointly on quality assignments.
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ACCOMMODATIONS

- Decrease the type and amount of homework.
- Use pictorial schedules.
- Use calendar boxes.

RETRIEVAL
Recommendation #13 - <u>Have the students repeat the directions.</u>

TEACHING/LEARNING STRATEGIES

- Give directions using concise, consistent vocabulary.
- Provide choices within certain boundaries: e.g., give six choices. The student then chooses two to do. Anything more is extra credit.
- Ask students to reenact events, maps to summarize concepts.
- Ask students to draw pictures.
- Ask students to verbalize what they have learned.
- Ask students to repeat each step aloud.
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ACCOMMODATIONS

- Limit the number of directions given at one time; repeat instructions/provide more detailed directions.
    - Begin with 1-step directions; gradually progress to multi-step directions.
- Have the student repeat directions and have the scribe write them down, using the student's language.
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RETRIEVAL
Recommendation # 14 - <u>Ask higher level questions.</u>

TEACHING/LEARNING STRATEGIES

- Use Bloom's Taxonomy to formulate questions.
- Ask questions so that one links to another.
- Use mapping and word webs to link concepts together.
- Use "wh" questions (who, what, when, where, why).
- Use open-ended questions.
- Use if - then strategy.
- Use simple to complex questions.
- Begin with questions the students can answer so the students can experience success.
- Ask focused questions.
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ACCOMMODATIONS

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RETRIEVAL
Recommendation # 15- <u>**Allow ample time for all assignments and tests.**</u>

TEACHING/LEARNING STRATEGIES

- Eliminate timed tests.
- Allow breaks during testing.
- Allow extended time during testing.
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ACCOMMODATIONS

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LIST OF RECOMMENDATIONS FOR EXPRESSION

#1   Provide opportunities for students to use alternative strategies for classwork and/or homework.
#2   Teach test-taking strategies.
#3   Provide options to use alternative strategies when being tested.
#4   Present tests in different formats.
#5   Provide alternatives to written and oral assignments.
#6   Provide story element training.
#7   Coach letter/number formation and written legibility.
#8   Express/edit thoughts through written expression.
#9   Allow tools needed for written expression.
#10   Allow aides for expression.
#11   Use collaborative practice.

EXPRESSION
Recommendation #1- Provide opportunities for students to use alternative strategies for classwork and/or homework.

TEACHING/LEARNING STRATEGIES

- Allow students to utilize maps, webs and outlines.
- Allow students to tape record answers.
- Record students retelling a story (summary). Have the class listen for differences and add to the story.
- Let students tape record a report instead of preparing a written report.
- Prepare for the students the cards/tape on which answers are provided so that the material is self-checking.
- Use homework only as a means to practice a skill already learned.
- Allow students to use the word processor with spell checker, grammar checker, dictionary and thesaurus.
- Shorten or break down assignments based on key concepts.
- Use the Language Master with double-sided tape cards. Have students listen to the Language Master.
- Involve parents.
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ACCOMMODATIONS

- Do not lock the student into conventional means of doing homework. Classroom strategies and tools can be utilized to do homework as well.
    - Tape recorder
    - Joint assignments
    - Alternative ways to express ideas: projects, posters, models, artwork.
- Differentiate the homework assignment.
- Ensure that the student has all supplemental and supportive aides needed for doing the homework.
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EXPRESSION
Recommendation #2 <u>Teach test-taking strategies</u>.

TEACHING/LEARNING STRATEGIES

- Teach PIRATES.
  - <u>P</u>repare to succeed (PASS).
    - <u>P</u>ut name on paper.
    - <u>A</u>llot time and order.
    - <u>S</u>ay something positive (affirmations).
    - <u>S</u>tart within two minutes.
  - <u>I</u>nvestigate the items (run); read directions; underline what; note special   directions; where to do it.
  - <u>R</u>ead, remember, review.
  - <u>A</u>nswer/or abandon.
  - <u>T</u>urn/back.
  - <u>E</u>stimate.
  - <u>S</u>urvey test.
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ACCOMMODATIONS

EXPRESSION
Recommendation #3- Provide options for students to use alternative strategies when being tested.

TEACHING/LEARNING STRATEGIES

- Put a flow chart at the top of the page to provide organizational steps required to solve problems.
- Mathematics tests need to be large enough for students to work the problems directly on the test. Provide graphic aids and columns to organize numbers neatly. Provide scratch paper if needed.
- Give students a highlighter or a colored marker to indicate final answers.
- Use non-traditional spelling tests; have students choose correct spelling from three choices: e.g., "Don't _____ at your sister! a.) shot b.) shoute c.) shout"
- Use oral testing.
- Allow open book tests.
- Break tests into smaller segments.
- Illustrate concepts through pictures rather than through writing.
- Place the test questions in the same order as the text material.
- Highlight pertinent subtopics, information and vocabulary for reference.
- Write the main idea of each subtopic. Prior to the test, have students use written subtopics with the main idea as a reference point.
- Color code vocabulary, definitions, and important facts in different colors.
- Give page numbers beside questions.
- Provide students with examples of the test format beforehand.
- Allow students to use tapes with advanced organizers.
- Allow the use of graphs, charts, and maps on tests.
- Give formative tests before you give summative tests.

ACCOMMODATIONS

- Copy tests to enable the student to indicate correct answers instead of bubbling.
- Break tests into smaller segments: e.g., a 20 multiple choice test is broken into four smaller sections.
- Enlarge the font if the print is too small.
- The student has a written copy of the test; the teacher/peer reads the questions on a tape as well. The student replies and his/her answer is recorded.
- Allow extended time.
- Allow the student to re-test or grade on improvement.
- The student has a written copy of test; interpreter/transliterator signs/cues test to the student.
- Allow the student to take tests with small groups or in pairs.

TEACHING/LEARNING STRATEGIES

- Ensure that the test print is large, clear and well spaced.
- Ensure ample white space.
- Ensure that the flow of tests is logical and sequential.
- Block matching questions.
- Avoid
  - Overcrowding
  - Handwritten or poorly typed materials
  - Single-spaced typing
  - Small or indefinite answer areas
  - Confusing diagrams
  - Overly detailed maps
  - Too many different activities on a page
  - Lack of examples
  - Lengthy or unclear instructions
  - Visual distractions
  - Transferring on the same page or to another page.
- Avoid fillers, negatives and, "all the above," "none the above," or "all except."
- Use shorter sentences.
- Test what was actually presented/taught.
- Measure content mastery, not reading ability.
- Begin with easy questions and move on to more difficult questions.
- Arrange questions and answer choices vertically on the page.
- Provide enough information in the question to facilitate recall.
- Ensure that the students know vocabulary such as *compare* and *contrast*.
- Allow students to omit or choose between essay questions.
- Provide alternatives to answering written essay questions.
- Use oral testing.
- Allow for signal responses for tests.

ACCOMMODATIONS

- Reduce readability level of questions.
- Allow the student to circle the correct answers on the test.
- Provide word banks for the test and list a word as many times as it is used in the test.
- Students are informally assessed on how their eyes track. Call out four related words: *apple, banana, orange, lemon*. Ask students how they saw the words. The test can be arranged in the way students visualized the words.

EXPRESSIONS
Recommendation #5- <u>Provide alternatives to written and oral assignments</u>.

TEACHING/LEARNING STRATEGIES

- Read class materials orally.
- Incorporate several modalities by using visual, auditory and tactile and kinesthetic techniques in lessons.
- Use art/illustrations/graphics for projects.
- Use maps, webs and outlines.
- Use dialogue journals.
- Provide a copy of written questions ahead of time.
- Allow students to construct models, projects.
- Allow students to verbalize what they've learned.
- Utilize photos, posters, models.
- Ask students to re-enact events (use skits).
- Use hands-on activities, manipulatives.
- Accept computer generated projects.
- Utilize other forms of written expression other than handwritten.
  - Computer
  - Word processor
  - Typewriter
- Allow students to utilize
  - Peer helpers
  - Buddy system
  - Cooperative grouping
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ACCOMMODATIONS

- Use a recorder to write down the student's responses. The student gains affirmation of material he has verbalized. A scribe may be used.
- Allow oral responses to questions.
- Use sign language or technological aids such as braille.
- Use speech synthesizers.
- Use augmentative communication devices.
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EXPRESSION
Recommendation #6 - <u>Provide story element training.</u>

TEACHING/LEARNING STRATEGIES

- Use semantics and story graphing to make elements visual.
- Verbalize story elements while drawing visual clues.
- Use cloze activity paragraph to describe characters, setting, and plot. (Our story is about _____. _____ is important because _____.)
- Use art illustrations and graphs for projects. (*Project Read* is a good source.)
- Ask students to compose character sketches.
- Explain story elements (characters, beginning, middle and end, theme, setting).
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ACCOMMODATIONS

- Allow use of captioned videos and dramatization.
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TEACHING/LEARNING STRATEGIES

- Give verbal cues as to directionality: *a* - around, down, close, monkey tail.
- The students walk on letters and verbalize the letter as they walk it.
- Use computers or word processors.
- Color code the beginning, ending and directionality of letters/numbers.
- Create box letters to train shape recognition of letters.
- Use raised line paper or taped lines. Use masking tape on the board and have the student write between the lines.
- Use a multisensory approach to handwriting.
  - Skywrite   Shaving cream, etc.
  - Texture writing   Sculpting gel in plastic bag
  - Sand trays   Use kinesthetic techniques.
- Select materials/methods from various programs to meet individual needs.
  - Teach handwriting strategies.
- Use cursive ghost writing.
- Talk through and model techniques. (Say and then do.)
- Begin with six foot formations on floor; move to 24 inches; to 6-8 inches; and finally to ruled paper.
- Allow students to use print or cursive handwriting: the style with which each student is most comfortable or most legible.
- Use number rhymes while forming numerals.
  - 0-around we go to make zero.
  - 1-one is fun.
  - 2-around and back on the railroad track.
  - 3-around a tree and around a tree, that's the way to make a three.
  - 4-down and over and down some more, that's the way to make a four.
  - 5-down and around, put a hat on top.
  - 6-roll a hoop and make a loop.
  - 7-across the sky and down from heaven, that's the way to make a seven.
  - 8-make an *S* but do not wait, that's the way to make an eight.
  - 9-a hoop and a line, that makes a nine.
- Use the Fernald method.

ACCOMMODATIONS

- The student uses large, wipe off boards/markers, sand, shaving cream, wipe off slates.
- Allow a word processor/computer or special pens/pencils/paper to help the student with handwriting difficulties.

EXPRESSION
Recommendation #8 Express/edit thoughts through written expression.

TEACHING/LEARNING STRATEGIES

- Teach the use of on-line or computer dictionary, thesaurus, spell checkers and grammar checker.
- Teach STOP strategy for the opinion essay.
  - Suspend judgment.
  - Take a side.
  - Organize ideas.
  - Plan more as you write.
- Teach TREE Strategy for the opinion essays.
  - Topic sentence
  - Reason to support premise
  - Examine soundness of reason
  - Ending for paper
- Teach COPS.
  - Capitalize
  - Overall appearance
  - Punctuation
  - Spelling
- Teach typing/word processing skills.
- Teach spelling through singing.
- Teach semantic mapping.
- Teach editing, prioritizing and list making.
- Teach the Cognitive Strategy in writing for expository composition.
- Teach the Error Monitoring Strategy.
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ACCOMMODATIONS

- Use computer-assisted writing technology.
- Allow inventive spelling.
- Eliminate copying from boards or books to paper.
- Allow wide ruled paper.
- Skip lines between items, words.
- Double space when typing.
- Have the student dictate his thoughts to a student scribe for a rough draft.
- Allow the student to read the written format aloud to identify written errors (grammar, punctuation, etc.).

EXPRESSION
Recommendation #9 - <u>Allow tools needed for written expression.</u>

TEACHING/LEARNING STRATEGIES

- Use various cues to indicate beginning and ending points (color base paper, color dots, checks, etc).
- Use paper spaces to create margins and spacing guides for neater, more legible papers.
- Use cues to indicate beginnings, endings, and paragraphs (stickers, stars, color dots).
- Highlight operations, key words, place value.
- Highlight or color code handwriting paper.
- Teach word processing skills.
- Teach the use of spell checkers, grammar checkers, dictionary, and thesaurus.
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ACCOMMODATIONS

- Allow the student to use whatever paper/pencil/pen to facilitate written expression.
  - Paper/line size
  - Pencil size/pencil grip
  - Type of pen/varying colors
  - Raised line paper
  - Word processor/computer
  - Colored paper
  - Print or cursive writing
  - Braille
- Use colored glue to make raised lines for handwriting.
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EXPRESSION
EXPRESSION **Recommendation #10 - <u>Allow aides for expression</u>.**

TEACHING/LEARNING STRATEGIES

- Mathematics
    - Teach the correct use of the calculator.
    - Post calculator usage rules on index cards to which students can refer.
    - Allow students the use of calculators to work and check problems.
    - Use a graphing calculator.
    - Use an overhead calculator.
- Notetaking:
    - Allow the use of notes/card.
    - Highlight important facts for the students to focus.
    - Use flash cards for vocabulary definitions and important facts.
    - Use notes/cards as a reference guide when giving information.
    - When students give oral presentations, allow the use of notes/cards.
    - Teach note-taking skills.
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ACCOMMODATIONS:

- Use talking calculators.
- Allow the use of notes/cards on tests.
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EXPRESSION
Recommendation #11 - <u>Use collaborative practice</u>.

TEACHING/LEARNING STRATEGIES

- Students work together on joint assignments.
- Students are offered a chance for supervised practice.
- Encourage peer tutors to go beyond the academic setting: eating lunch together, going to recess, meeting buses, and "hanging out" will enhance the relationship with special needs students.
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ACCOMMODATIONS

- The student uses a peer tutor to repeat directions, steps involved in problem solving, summarizing materials.
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ASSESSMENT RECOMMENDATIONS

#1   Teach test-taking strategies.
#2   Use alternative assessment techniques.
#3   Allow a variety of testing formats.
#4   Allow options in administrating and scoring tests.
#5   Provide grading options.

ASSESSMENT
Recommendation #1 <u>Teach test taking strategies</u>.

- Teach PIRATES.
    <u>P</u>repare to succeed (PASS).
        <u>P</u>ut name on paper.
        <u>A</u>llot time and order.
        <u>S</u>ay something positive (affirmations).
        <u>S</u>tart within two minutes.
    <u>I</u>nvestigate the items (run); read the directions; underline what; note special   directions; where to do it.
    <u>R</u>ead, remember, review.
    <u>A</u>nswer/or abandon.
    <u>T</u>urn/back.
    <u>E</u>stimate.
    <u>S</u>urvey test.

- Teach SCORER for taking true/false tests.
    <u>S</u>chedule your time so you will know how much time to allow per question.
    <u>C</u>lue words for true or false statement
    <u>O</u>mit hard questions until last.
    <u>R</u>ead each statement carefully; the entire statement must be true OR false.
    <u>E</u>stimate answers; answer every question.
    <u>R</u>eview your paper; check for careless errors.

- Teach multiple choice test taking.
    - Read through the test.
    - Read the entire question.
    - Carefully look at the answer you could choose.
    - Locate "distractors."
    - Look for clues to the best answer.
    - If two answers sound right, choose one; then write in the margin why you   think it is your best answer. Partial/All credit may be given.
    - If you change your mind, change your answer.
    - Leave the questions you don't know until last.
    - Answer all questions.

- Teach essay test taking.
    - Answer the easy questions first.
    - Write something for every question.
    - Answer each part of multi-part questions.
    - Be neat.

| **ASSESSMENT** |
| **Recommendation #2 - <u>Use alternative assessment techniques.</u>** |

- Interviews
- Skits
- Bulletin boards (Allow students to make the bulletin boards.)
- Debates
- Newspaper articles
- Oral presentations
- Exhibits
- Overhead transparencies
- Charts and graphs
- Notebooks
- Scrapbooks
- Art work
- Research projects
- Models
- Posters
- Panels
- Videos
- Multimedia presentations
- Portfolio assessment

ASSESSMENT
Recommendation #3 - <u>Allow a variety of testing formats.</u>

- Open book or take home tests
- Group test
- Test on tape
- Project in place of test
- Students make up the test questions.
- Oral exams (Allow students with processing deficits to dictate their answers.)
- Arrange for tests to be read to students with vision problems or to those with language deficits.
- Arrange easier questions first.
- Arrange answer choices vertically on the page.
- Allow use of memory aids and references: e.g., allow students to use index cards to write down vocabulary words or formulas for the test.
- Provide word banks on test.
- Reduce the number of questions or problems on the test.
- Restrict the number of choices: Three choices are better than five choices.
- Avoid negative statements in the stem: e.g., which of the following is not an example?; avoid trivial statements.
- Allow students to mark their answers on the test: e.g., allow students to circle their choice.
- Keep the stem as short and concise as possible with long items always in the left column for matching.
- Use pictures, graphs, or diagrams to make questions accessible in more than one way.
- Accept a demonstration or oral explanation in place of written answers.
- Place all matching items and choice selections on the same page; use small groups of matching questions (limit five); have only one correct answer for each item to eliminate guessing.
- The blank size should match the response. Provide enough information in the question to facilitate recall. Provide word banks. Place the word in the bank as many times as it is used.
- Allow students to omit or choose between easy questions.
- Provide alternatives to answering written essay questions.
- Adjust readability level of questions to match students' reading level.
- Type the test in clear dark ink.
- Each section should have its own directions.
- Terms in the directions should be terms used in the instructions.
- Provide an example.
- The sentence structure must be simple and brief.
- Highlight key words in questions.
- Arrange the text so that new information to be assessed can appear more than one time and in different test formats.

- Use lots of white space surrounding questions and answers.
- Put multiple choice in a vertical format.
- Avoid choices such as any "none of the above" or "A & D."
- Label columns.
- Copy tests so students can write directly on test; answers can be transferred to bubble sheets, if necessary.
- Build objectivity into the testing process so that fairness is not questioned.
- Eliminate bubble answer sheets.
- Allow oral responses.
- Allow projects.

ASSESSMENT
Recommendation #4 - <u>Allow options in administering and scoring tests</u>.

- Change from the percentage correct to a trials-to-criterion model of achievement.
- Measure achievement at later, rather than earlier, stages of acquisition to give the student more time to acquire information.
- Provide the opportunity for a few extra credit points.
- Mark the number of items correct at the top of the paper instead of the number wrong.
- Provide partial credit for various correct steps in a problem-solving process or spelling.
- Correct tests immediately and spend time on re-teaching. Students who do not need re-teaching can be given enrichment activities.
- Give students the opportunity to critique their own work, based on the teacher's established criteria, before they hand in their work.
- Allow students to grade their own tests immediately upon completion. The teacher sets up an area with an answer key and marking pens in the classroom. The teacher does the final scoring.
- Vary requirements for correct spelling. Grade spelling only during spelling.
- Allow retesting for partial credit.
- Provide word banks.

ASSESSMENT
Recommendation #5- <u>Provide grading options.</u>

- Use point system: points are assigned to activities or assignments that add up to the term grade.
- Use a point system for all grades. Allow students to keep their own grade sheet so they can see their points as the term progresses.
- Vary the grading system; grade on items other than tests (example: homework, effort, class discussion, special projects).
- Use a grade contract at the beginning of the semester so that students know how many points are needed for an *A, B*, etc. Make certain all teachers involved in the grading process are familiar with the stipulations in the contract.
- Shared grading: two or more teachers determine a student's grades.
- Pass/Fail system: broad based criteria are established for passing and failing.
- Portfolio evaluation: a cumulative portfolio is maintained for each student's work, demonstrating achievements in key skill areas from kindergarten to grade 12.
- Rather than base the students' progress on a bell curve, base the students' progress on pre and post tests.
- Give points for problems worked on "scratch" paper.
- Multiple grading: separate grade is given for two test formats. The final grade is an average of two grades.
- Incentive grading offers students a way to improve a grade.
  - Floating A: Students are given an extra *A* to use to replace the lowest grade or to improve the grade average.
  - Elimination grade: Students are given the opportunity to eliminate the lowest grade in order to improve the grade average.
  - Alternative credit grade: Students are allowed to do an alternative assignment to improve a grade.