PART 2: EDUCATIONAL SETTING

(Also refer to Appendix V -- Schools & Parents:
The Need for Collaboration Concerning Twice-Exceptional Students)

Introduction

Twice-Exceptional students spend a majority of their time in the classroom. While parents play an important role, the responsibility to remediate challenges and develop gifts and talents falls mainly on the student's educational setting. Information in this section is intended to aid the school community in developing the full potential of these unique students.

> Professional development (of teachers) is essential—and the great thing about this is—when you train teachers to work with gifted children, they're better prepared to work with all students.
>
> *— Eugene White, Past President, American Association of School Administrators*

A Word About Accommodations

There is sometimes a misunderstanding about accommodations. Accommodations are viewed by some as "tilting the playing field" or giving "special advantages" to children who have learning challenges. Education is neither a game nor a competition. It is the process of helping each child learn and achieve as well as she possibly can. People who are worried about giving special learning advantages to children need to rethink their whole perspective. We should be trying to provide as many learning advantages as we can to all children. This does not mean relieving any child of the responsibility of making the kind of diligent effort that is needed to learn, but it does mean lessening the burden imposed by learning challenges that make certain kinds of work essentially impossible and channeling a child's energy into more beneficial forms of work. Accommodations should not be thought of as ways of getting a child out of work, but as ways of getting a child into work that are best suited to promoting her education. (Excerpted from *The Mislabled Child*, Fernette Eide, MD and Brock Eide, MD, MA, Hyperion, 2006. This article was originally published in the online magazine *In Perspective* by Project AdLIT-Advancing Adolescent Literacy Instruction Together (*www.ohiorc.org/adlit*). © 2009 by The Ohio Resource Center. All rights reserved.

Response-To-Intervention Model

Response-to-Intervention (RTI) is a framework for continuous improvement that incorporates the provision of standard-based instruction and research-based systematic interventions matched to student needs, academic, social-emotional, and behavioral; and using learning rate over time and level of performance, to make important educational decisions. From the student struggling to meet minimum standards to the gifted student struggling to meet potential, utilizing collaboration of students, teachers, parents, and community insures the success of every student.

Essential Components In The Idaho RTI Framework :

The Idaho State Department of Education has identified 5 areas that have components essential to RTI implementation. These areas are: 1) Leadership, 2) Curriculum and Instruction, 3) Decision-making teams and

processes 4) Assessment 5) Parent and Community Engagement. The components of RTI are more fully discussed in the Idaho RTI Guidance Document; Connecting the Pieces: Guidance for Idaho Schools and Districts.

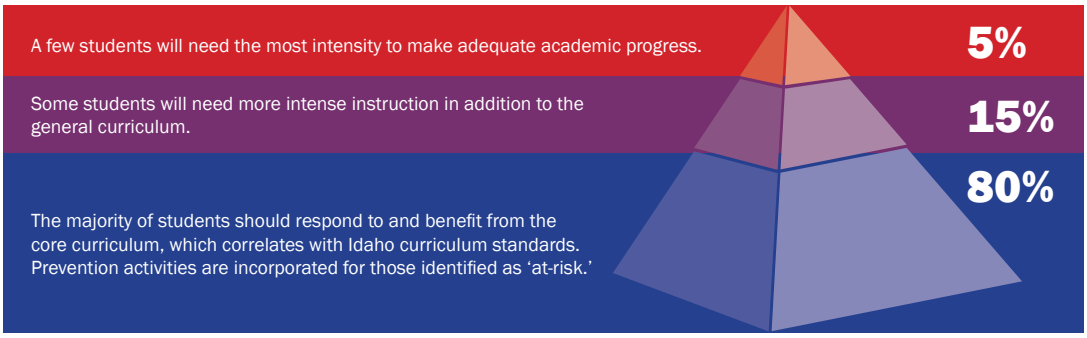
Critical to the fidelity of an RTI implementation is instructional leadership at the district and building levels. RTI presents a significant opportunity for the entire educational system to understand and support student learning through research based programs, instruction, assessments and professional development to maximize the potential in these areas. Time for data dialogues, action plan collaboration, continued staff development, and decision-making team meetings is critical. One critical task for leadership is the allocation of resources which is driven by student achievement data. Redefining roles, schedules and structures is not always comfortable for staff so the culture of the district must be defined and reflect values and beliefs that support these changes.

The instructional model used in the Response to Intervention framework is the Three-Tier Model. With application to the core areas of instruction as well as behavior, the 3 Tier Model supports increasing intensity of instruction based on student need. The parameters of each level need to be clearly defined throughout the district with some commonality between schools and any differences based on population and needs.

3 Tier Model of Instruction
This model builds a strong instructional base to meet the needs of all students. It is a model intended to address academic needs in core subject areas by intervening early to provide students who are struggling with the support they need to reach their potential. For the student who is at or above grade level, increased opportunities for analysis and synthesis, and differentiation of instruction based on the potential of the student are required. Maintaining achievement levels and plans for advancing students are part of the RTI team plan, as are bringing struggling students to benchmark.

Academic and Social Behavior: Just as we have core curriculum in place that meets the needs of most students, schools will have a general plan or program in place with a defined set of social expectations and behavioral guidelines, i.e. the "school rules." Students who are identified as at risk using screening mechanisms are given additional supports and may participate in additional activities that teach and monitor behavioral expectations with greater intensity. Looking at the number of office referrals, attendance and specific incidents that are outside the realm of being handled by the teacher are taken into consideration. Again, the school should have clear descriptors of what constitutes Prevention and Intervention for these students requiring more support. Creating a screening measure for social / behavior that would indicate risk factors, is essential. The components in School Wide Positive Behavior Support are discussed

The 3 Tier Model applies to academic and behavior skills



more fully in section IV of the Idaho RTI Guidance Document.

Building level teams and processes
Each school must have a well defined process in place that allows for continual examination of student data, planning and structuring of interventions, insuring fidelity to research based core and supplementary curriculum and instruction, and the use of data-based rules for delivering increased intensity of instruction. Collaboration on unique needs of students who present complex learning issues is at the heart of this process.

Written plans describing the functions of various district and building teams and the roles of the suggested membership in those teams is critical. In addition, documentation of team meetings, strategies used with small groups and individual student plans, student medical/developmental histories, parent and student interviews are examples of compiled documentation that needs to be well organized and accessible for these collaboration teams. Written intervention plans should include:

- A description of the specific intervention used, including the scientific, research based materials and instructional practices.
- The duration of the intervention: Number of weeks, minutes per day
- The schedule and setting in which the intervention occurs
- Who is responsible to deliver and monitor the delivery of the intervention
- Measurable outcomes which can be used to make data-based decisions about modifications that needed in the course of the intervention
- The size of the group receiving the intervention
- Description of the skill measurement and recording techniques
- The progress monitoring schedule and data review points

A student who is highly supported by a team of teachers collaborating routinely for his/her learning success is far more likely to succeed. Because of this proven fact, the area of collaboration and communication is a component essential to successful RTI implementation.

Comprehensive Assessment Plan
The district comprehensive assessment plan describes how different measures will be used to collect data that is integral to the decision making process. While individual student data is often the focus, it is important to draw conclusions and make connections about what this data reveals about the systems in place district wide. Data tells us how students are responding to decisions we have made about curriculum, instruction, grouping, staff development needs, and more. Formative assessments such as screening and progress monitoring tools are highly sensitive to change and can tell us if students are responding to core curriculum and more intense interventions. Ongoing monitoring of at risk students' progress is a key component in a response to intervention model. Outcome assessment data, such as that generated from our ISAT (Idaho Student Achievement Test) is a general overview of a yearly picture of performance. More detailed information and data is needed for decisions regarding programming.

A Word about Parent and Community Engagement
Effective educational partnership including parents, families, students, and community members are necessary to increase success of students and schools. True collaboration must include parents and families in the educational experience. Parents have critical information and expertise with regard to their children. Parent involvement in a tiered service delivery model, or RTI process is characterized by meaningful two-way communication. Schools must give parents information and empower parents, and families as equal partners in support of their children's learning. At Tier I, parent involvement in school decision making leads to an improved positive school climate. At the targeted (Tier II) and intensive (Tier III) levels, their expertise regarding the individual student is vital. Members of the

student's family may provide information about the student and strategies that will lead to improved student outcomes. Schools need to recognize that cultural understanding requires more than just awareness. Understanding and respect for cultural differences is vital when attempting to engage families and foster community support.

Parent involvement in any process affecting student performance is not only best practice, but also a requirement under the No Child Left Behind and IDEA 2004. Parent-teacher conferences provide educators an opportunity to further explain RTI components, goals and individual student progress monitoring results.

Parents must be notified of student progress within the RTI system on a regular basis. The written information should explain how the system is different from a traditional education system and about the vital and collaborative role that parents play within a RTI system. When a student fails to respond to interventions and the team decision is made for referral to consider special education eligibility, written consent must be obtained in accordance with special education procedures. The more parents are actively involved at all tiers, the greater opportunity for student success.

Learning Disabilities and Processing Disorders

Learning disabilities are specific neurological disorders that affect the brain's ability to take in, store, process or communicate information. Learning disabilities are NOT the same as mental retardation, autism, deafness, blindness, behavioral disorders or laziness. Learning disabilities are not the result of economic disadvantage, environmental factors or cultural differences. People who have learning disabilities have normal, and often even above normal intelligence. They generally show a pattern of strengths and weaknesses.

If complex cognitive functions are not working correctly, many areas of learning and functioning are disrupted. The relevance of determining why a student is having difficulty is important so that proper accommodations and modifications can be made, and alternate presentations of instruction can be used.

We all learn about our world through our senses of sight, sound, touch, smell, and taste. Using the information that we take in through our senses relies on properly functioning areas of the brain, which then interpret the information and make sense of it by connecting it to existing knowledge. The information needs to be processed, stored, and often responded to by some type of output, such as writing, language, or action.

An information processing disorder is a deficiency in a person's ability to effectively use the information the senses have gathered. It is NOT the result of hearing loss, impaired vision, an attention deficit disorder or any kind of intellectual or cognitive deficit. There are many types of information processing, and some overlap, however two important and critical areas are visual processing and auditory processing. Disorders in one or several of these areas of processing can affect academic success.

Though information processing disorders are often not named as specific types of learning disabilities, they are seen in many individuals with learning disabilities and can often help explain why a person is having trouble with learning and performance. The inability to process information efficiently can lead to frustration, low self-esteem and social withdrawal, especially when speech/language impairments also exist.

Teachers should learn to recognize what these processing problems look like in the classroom. While it would be acceptable to continue to strengthen an affected area, it is important to present information through a channel that is not a deficit area.

Types of Visual & Auditory Processing

Visual Processing
- Visual Discrimination
- Visual Sequencing
- Visual Memory
- Visual Motor Processing
- Visual Closure
- Spatial Relationships

Auditory Processing
- Auditory Discrimination
- Auditory Memory
- Auditory Sequencing

Figure 2.1
Recognizing Processing Problems in the Classroom

Processing Area	Skill	Possible Difficulties Observed
Visual Discrimination	Using the sense of sight to notice and compare the features of different items to distinguish one item from another	Seeing the difference between two similar letters, shapes or objects Noticing the similarities and differences between certain colors, shapes and patterns
Visual Figure Ground Discrimination	Discriminating a shape or printed character from its background	Finding a specific bit of information on a printed page full of words and numbers. Seeing an image within a competing background
Visual Sequencing	The ability to see and distinguish the order of symbols, words or images	Using a separate answer sheet Staying in the right place while reading a paragraph. Example: skipping lines, reading the same line over and over Reversing or misreading letters, numbers and words Understanding math equations.
Visual Motor Processing	Using feedback from the eyes to coordinate the movement of other parts of the body	Writing within lines or margins of a piece of paper Copying from a board or book. Moving around without bumping into things Participating in sports that require well-timed and precise movements in space
Visual Memory	There are two kinds of visual memory: Long-term visual memory is the ability to recall something seen some time ago. Short-term visual memory is the ability to remember something seen very recently.	Remembering the spelling of familiar words with irregular spelling Reading comprehension Using a calculator or keyboard with speed and accuracy Remembering phone numbers
Visual Closure	The ability to know what an object is when only parts of it are visible.	Recognizing a picture of a familiar object from a partial image. Example: A truck without its wheels. Identifying a word with a letter missing Recognizing a face when one feature (such as the nose) is missing
Spatial Relationships	The ability to understand how objects are positioned in space in relation to oneself. This involves the understanding of distance (near or far), as well as the relationship of objects and characters described on paper or in a spoken narrative.	Getting from one place to another Spacing letters and words on paper Judging time Reading maps
Auditory Discrimination	The ability to notice, compare and distinguish the distinct and separate sounds in words. This skill is vital for reading.	Learning to read Distinguishing difference between similar sounds. Example: Seventy and seventeen Understanding spoken language, following directions and remembering details Seems to hear but not listen

Processing Area	Skill	Possible Difficulties Observed
Auditory Figure-Ground	The ability to pick out important sounds from a noisy background	Distinguishing meaningful sounds from background noise Staying focused on auditory information being given Example: following verbal directions
Auditory Memory	There are two kinds of auditory memory: Long-term auditory memory is the ability to remember something heard some time ago. Short-term auditory memory is the ability to recall something heard very recently.	Remembering people's names Memorizing telephone numbers. Following multi-step directions. Recalling stories or songs
Auditory Sequencing	The ability to understand and recall the order of words	Confusing multi-digit numbers, such as 74 and 47 Confusing lists and other types of sequences Remembering the correct order of a series of instructions

For information about types of helpful strategies for different areas of processing, please refer to the National Center for Learning Disabilities (*www.ld.org*). When a learning disability affects the area of language processing, the term dyslexia is used, and reading is one of the critical areas affected. Difficulties may also be seen in writing, spelling and speaking.

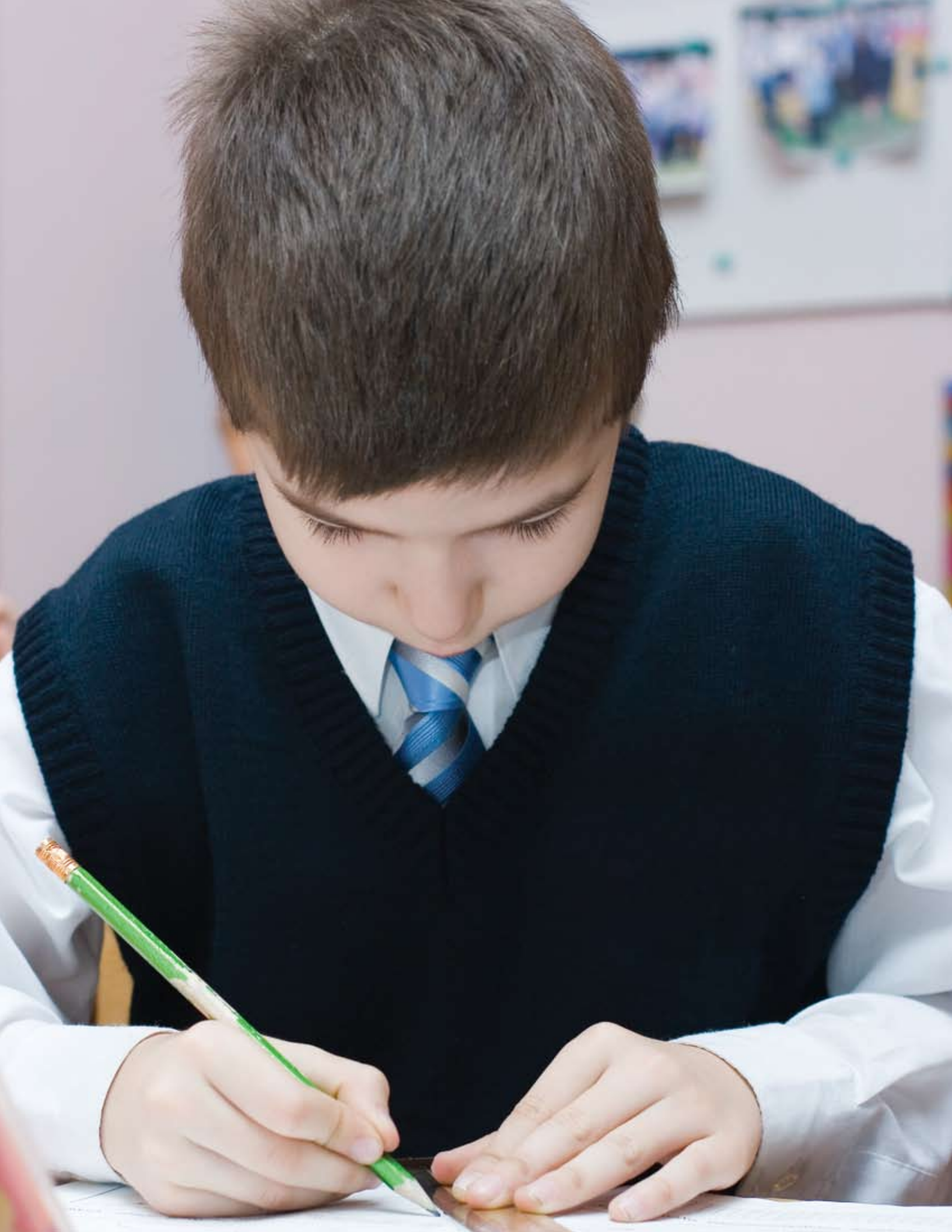
Dyslexia is a language-based learning disability that hinders the development of reading and written language skills. Children and adults with dyslexia can be highly intelligent, however they have an information processing disorder that causes the brain to record and interpret information differently. It is important to identify dyslexia as early as possible and develop strategies and interventions to help a child succeed, since so much of what happens in school is based on reading and writing, and dyslexia is prevalent at all ages.

Dyscalculia is the term used to describe learning disabilities in the area of math, counting and computation skills, memory of facts and understanding arithmetic concepts can be greatly affected. There is no single form of math disability, and difficulties vary from person to person and affect people differently in school and throughout life.

Dysgraphia is a term used to describe learning disabilities that can affect spelling, putting thoughts into written language, or motor aspects of writing,

Dyspraxia is a term that refers to a specific disorder in the area of motor skill development. The effects of dyspraxia may change as a person goes through life.

(Adapted with permission from the National Center for Learning Disabilities, Inc. 1999-2009)



Accommodations and Instructional Strategies

(Adapted from *Colorado Introductory Resource Book* reprinted with permission from the Colorado Department of Education)

Cognitive Processing/General Intellectual Ability

Strength/Interest-Based Strategies
• Provide fast-pace instruction and provisions for progress through curricula at the student's personal learning rate. • Place emphasis on higher level abstract thinking and problem solving. • Utilize pre-testing to identify what students know and eliminate unnecessary drill. • Use instructional planning that anticipates diverse learning needs and characteristics of individual students. • Use inter-disciplinary instruction and application of learning content to aid students in making connections. • Place emphasis on student's interests, learning styles, and strengths. • Provide opportunities for independent and small group projects and investigations. • Create a conceptual framework or overview of new material for conceptual/holistic processing. • Utilize concept-based thematic instruction.
Accommodations to Access Learning
• Provide class notes and step-by-step homework instructions. • Extend time for students with slow processing and fluency issues time to think deeply. • Allow audio/video taped, verbal, or display responses instead of written response. • Use technology to increase productivity. • Provide sound blocking headphones and preferential seating away from distracting noises. • Chunk new learning into manageable subtasks. • Use audio system for a student with auditory processing or hearing problems. • Create kinesthetic response and visual graphs/charts to support learning and demonstrate relationships. • Incorporate organizational activities into classroom activities. • Make sure students understand the homework by having them retell what they are to do. • Team disorganized student with a well-organized student for collaborative project, making sure each student can contribute from a strength area. • Provide comfortable furniture, exercise ball, lap weight. • Develop teacher/student predetermined subtle signals to indicate needs.

Explicit Instructional Strategies: Compensatory Strategies
• Teach students to create flow charts, graphic organizers, and cognitive webs. • Train students how to identify important facts or concepts and to create outlines or webs. • Use self-talk to accompany visual input. • Coach students in the use of mnemonics to enhance memory. • Teach meta-cognitive/mental scripts that emphasize self-regulation. • Demonstrate and teach task-analysis and prioritization strategies. • Teach strategies to maintain attention, like sitting up straight and leaning upper body toward speaker. • Highlight and color-code to organize and prioritize new information. • Provide instruction in self-directed learning skills with emphasis on study skills, time management skills, organizational skills etc.
Explicit Instructional Strategies: Intervention/Remediation
• Coach students in setting realistic long-term and short-term goals. • Teach students to chunk or break down project into steps and talk through steps. • Instruct in systematic multi-sensory approaches. • Teach students how to rephrase key ideas and link to key words. • Teach strategies to group and categorize information. • Provide direct instruction in organization, time management, and study skills. • Provide explicit instruction in phonological awareness, phonics, and decoding. • Teach verbal mnemonics and rhyming to increase automaticity. • Use games to encourage fact memorization and continued practice using dice rolls, spinners, and game cards. • Provide explicit instruction in social skills.

Creativity

Strength/Interest-Based Strategies
• Provide opportunities for “real world” investigations and experiences (in-depth study of real problems, career exploration, etc.) • Encourage fluency, flexibility, originality, and elaboration through open-ended classroom activities and products. • Provide opportunities for creative problem solving and divergent thinking techniques. • Utilize biographies of creative/talented individuals to promote success and to provide awareness of characteristics. • Provide opportunities for students to connect prior knowledge to new learning experiences and to establish relationships across disciplines. • Utilize think, pair, share strategies. • Integrate creative thinking skills and problem-solving strategies with core learning content. • Emphasize mastery of concepts and minimize home practice.

Accommodations to Access Learning
• Provide creative choices when students process information or develop products. • Provide opportunities for creative and critical thinking. • Assess specific content in spelling, writing skills separate from other content. • Allow multiple ways for students to demonstrate knowledge. • Provide a stimulating educational environment where there are opportunities for critical and creative thinking and problem solving. • Emphasize time management in the classroom and give notice for deadlines, tests, etc. • Allow time at the end of the day for students to get organized before they leave school. • Encourage students to learn compensation strategies to bypass their disabilities. • Celebrate effort, completion of homework, and attainment of goals.
Explicit Instructional Strategies: Compensatory Strategies
• Instruct students in the multi-steps of creative problem solving to identify problem, explore data, generate ideas, develop solutions, build acceptance, and implement plan. • Coach students in SCAMPER technique to substitute, combine, adapt, modify, put to other use, eliminate, and rearrange. • Teach technique of brainstorming so students can generate numerous and innovative ideas or alternatives in a safe environment where judgment is withheld. • Coach students in generating ideas or alternatives with fluency, flexibility, originality, and elaboration. • Encourage students to start a homework session by planning what will be accomplished during the session. • Ask students to jot down how long they think an assignment will take and ask them to record how long it actually took.
Explicit Instructional Strategies: Intervention/Remediation
• Teach idea-generation and brainstorming. • Instruct students in paraphrasing. • Coach students in how to break down and chunk projects into multiple steps with realistic short-term goals. • Promote success as the ability to achieve realistic short-term goals. • Provide opportunities for students to explore career and college opportunities. • Teach students how to solve problems using creative problem-solving steps. • Encourage students to talk through the steps they will use when completing assignments and projects. • Help them break down tasks into manageable segments and use a calendar to plan steps needed to complete project. • Provide specific instruction on organization. • Teach students how to study, prepare for tests, and organize reports and projects.

Interpersonal/Leadership

Strength/Interest-Based Strategies
• Provide opportunities in the classroom for students to develop their leadership skills. • Encourage a social climate within the classroom that fosters acceptance and appreciation for the strengths of all students. • Read, analyze, and discuss biographies of famous leaders. • Ask students to develop a list of qualities of a leader of their choice and then have students compare or contrast their own qualities with those of the leader. • Provide learning opportunities for students to work cooperatively with peers of like ability and interests. • Use hypothetical situations, bibliotherapy, and moral dilemmas to foster an accepting environment for all students. • Search for strengths of students and build on those strengths.
Accommodations to Access Learning
• Constantly search for opportunities to promote and encourage appropriate social interactions for socially challenged students. • Provide preferential grouping or pre-select teams of students — don't permit students to choose and reject others. • Set clear expectations for behaviors. • Do not tolerate intolerance. • Provide preferential seating. • Encourage students to develop interpersonal and leadership skills. • Clearly state and consistently implement expectations and consequences. • Develop behavior plans to address problem situations. • Avoid power struggles. Pick your battles and maintain a calm, neutral response. • Communicate with peers or experts online.
Explicit Instructional Strategies: Compensatory Strategies
• Teach skills needed to participate successfully in group work. • Provide groups with checklists of social skills needed for group work and have students evaluate their group process. • Teach empathy. • Provide positive reinforcement when students use the skills they were taught. • Teach leadership skills and provide in-school leadership opportunities. • Encourage and teach students how to become self-advocates. • Help students learn to value diversity. • Provide opportunities for structured group work. • Develop high-level effective communication, collaboration, and self-advocacy skills. • Support a positive environment where students respect and complement others.

Explicit Instructional Strategies: Intervention/Remediation
• Provide friendship groups where students can learn and practice interpersonal skills. • Assist students in learning social skills and appropriate interactions. • Provide opportunities for students to practice self-advocacy and have students role play to develop advocacy skills. • Teach students how to develop and maintain friendships. • Help students learn how to resolve issues that occur as friendships grow. • Encourage the development of effective skills to interact with peers. • Provide support services for students with trained counselors or social workers. • Teach students to work as part of a team. • Teach skills for resolving conflicts. • Coach students in understanding body language and reading social cues.

Intrapersonal and Social/Emotional

Strength/Interest-Based Strategies
• Provide a nurturing environment that values and respects individual differences. • Include activities which will help the student explore his/her attitudes, opinions, and self-awareness. • Teach knowledge of self including learning abilities, learning styles, interests, nature of giftedness, etc. • Help students view mistakes as a valued part of the learning process. • Seek opportunities to compliment students on effort rather than ability and encourage rather than compliment. • Encourage students to equate effort with success. • Provide students with frequent opportunities to work cooperatively in appropriately designed groups. • Teach awareness and expression of different feelings, i.e. creative products, “I” Statements. • Teach meta-cognition and sensitivity to others. • Provide access to scholars, expert practitioners, and gifted role models. • Teach relaxation techniques.
Accommodations to Access Learning
• Allow breaks for physical activity to reduce mental fatigue. • Maximize success and minimize failures. • Offer counseling and guidance strategies specifically designed around the unique affective needs of GT students (feelings of being different, effects of uneven development, motivation, coping with learning barriers). • Provide career exploration and career counseling programs including future education planning, counseling, and guidance. • Focus attention on the development of strengths, interests, and intellectual capabilities rather than disabilities. • Encourage the development of strength areas by allowing time and resources to explore interests. • Ask students to become resident experts for the class in their areas of strength or interest.

Explicit Instructional Strategies: Compensatory Strategies
• Teach students to use self-talk/meta-cognitive cues to accompany processing. • Help students understand that mistakes are a part of the learning process. • Work with students to develop a grading rubric before a project begins. • Teach students how to evaluate their own work. • Encourage students to set realistic goals and to evaluate their progress. • Help students learn to set realistic goals and develop a plan to achieve those goals. • Teach knowledge and skills necessary to manage potential difficulties in learning such as perfectionism, risk-taking, stress, heightened sensitivities, pressure to perform, and high expectations of self and others. • Help students deal with fear of failure, fear of success, procrastination, and paralyzing anxiety.
Explicit Instructional Strategies: Intervention/Remediation
• Provide support services with a counselor, school psychologist, or social worker. • Teach mental scripts that emphasize self-regulation. • Teach strategies to manage anger. • Promote and teach positive coping strategies. • Work at building resiliency. • Help them to use positive self-talk about studying and to develop positive self-monitoring strategies. • Teach how to identify and manage feelings. • Develop personal behavior management skills. • Teach the student to label, control, and express his/her emotions appropriately. • Assist students in developing positive coping strategies such as seeking support, positive reappraisal, and accepting responsibility.

Physical/Psychomotor/Athletics

Strength/Interest-Based Strategies
• Teach physical relaxation techniques. • Encourage students to move purposefully while they learn to encourage retention and transfer. • Teach students a variety of strategies to meet their sensory needs without distracting others. • Allow students to stand and move while they do their work. • Pre-test and compact the curriculum when students have mastered concepts to eliminate unnecessary drill and practice. • Provide hands-on experiential learning opportunities so students can enhance learning by making mind/body connections. • Use “most difficult first” strategy (see Differentiated Curriculum) and pre-testing to allow students to demonstrate mastery of concepts and eliminate unnecessary drills. • Provide a great deal of structure and consistency in daily schedule with clearly defined rules and consequences. • Incorporate high-interest topics or activities to enhance the likelihood students will initiate and sustain work on assignments. • Create opportunities for students to build a model or a 3D display. • Encourage students to pursue writing in their area of interest and share with appropriate audiences.

Accommodations to Access Learning
• Provide opportunities for movement with a purpose such as sharpening a pencil or running an errand. • Allow breaks for physical activity to relieve mental stress and move knowledge into long-term memory. • Allow use of manipulatives (silly putty, balls, clay, etc.) to help sustain attention. • Eliminate excessive copying from the board or book to paper. • Provide preferential seating away from distractions. • Provide adaptive physical education. • Provide clear, concise directions, expectations. • Grade papers for ideas, not handwriting. • Provide grading rubric and/or show an example of what is expected by demonstrating movement. • Record homework on voicemail or web site so student can access assignments from home. • Give positive feedback and re-direction when attention wanders. • Build lots of movement into learning tasks for those students who learn better when they are moving. • Allow students to stand at their desk, sit, or lie on the floor while they do their 'seat' work.
Explicit Instructional Strategies: Compensatory Strategies
• Classroom teacher collaborates with special educators. • Teach keyboarding skills. • Teach students how to create and give a multimedia presentation. • Use audio tape instead of handwriting notes. • Learn to use oral input software. • Teach strategies for dealing with change. • Introduce creative handwriting activities where the student can have fun while practicing correct letter formation. • Practicing correct letter formation. • Break down writing into smaller tasks whenever possible. • Teach visual approach to spelling. • Brainstorm ideas prior to writing. • Alert students when important information is being shared. • Provide clear, concise directions, expectations, and rules that are limited in number.
Accommodations to Access Learning
• Encourage students to think about training to study and do school work the same way they train for a sport. • Provide instruction in proper sequencing of handwriting specific letters. • Provide practice to improve visual motor control with activities where students coordinate what they do with what they use (i.e. use of easels, chalkboards, playing jacks, pick up sticks, etc.) • Teach students to create a "To Do List" and prioritize homework. • Teach reading and writing strategies like outlining, mapping, and editing. • Teach students self-management skills like strategies for staying on task, skills for thinking and waiting before acting, and skills for sustaining attention. • Provide practice tracing shapes and letters, especially similar letters such as l, j, t, etc. • Teach keyboarding and word processing.

Specific Academics

Strength/Interest-Based Strategies
• Use flexible, non-permanent instructional grouping practices designed to facilitate accelerated/advanced academic learning (cluster groups, cross-age groups, interest groups, etc.) • Provide content learning that requires gifted and talented students to be engaged in higher-level thinking, abstract thinking, and problem-solving. • Use challenging reading program/materials (*Jr. Great Books* or *William & Mary Curriculum*). • Provide high-level materials, activity and product options that include analytical and critical thinking skills. • Accelerate vocabulary development through a variety of strategies and materials (Latin stems, analogies). • Encourage participation in creative writing opportunities, debate, or advanced literacy activities. • Pretest in math to identify material already mastered and replace with enriched and accelerated material. • Use high-level problem solving approaches that emphasize open-ended problems with multiple solutions or multiple paths to solutions.
Accommodations to Access Learning
• Provide books on tape for students who struggle with readings and high-level discussions. • Use advanced organizers or provide outlines. • Utilize computer spell check, thesaurus, grammar checker, and calculator. • Display fact charts or have fact charts available for student use. • Reduce number of problems required or increase amount of time for assignment. • Provide adequate space for students to work out solutions. • Cut the worksheet in half or in fourths, and require the completion of one section at a time. • Use matrix paper as a physical guide to keep the numbers aligned. • Provide copies of notes and overheads. • Shorten directions and make them clear and concise. • Encourage neatness rather than penalize for sloppiness. • Clearly segment instruction and plan 20-minute instructional segments.
Explicit Instructional Strategies: Compensatory Strategies
• Teach *Inspiration* software to aid students in organizing information, writing, and projects. • Instruct students in how to break new learning into manageable subtasks. • Teach students how to keep an idea journal. • Instruct students in the use of highlighters to note key information. • Highlight the mathematical sign for operation to be performed. • Use manipulatives and arrays to help students understand mathematical processes. • Provide instruction for a wide range of technology and software to increase productivity. • Estimate amount of time an activity will take and determine how long it actually took. • Provide training in the use of visual tracking aids. • Teach research strategies and skills essential for in-depth study and advanced learning.

Explicit Instructional Strategies: Intervention/Remediation
• Use systematic multi-sensory approaches to teach decoding/encoding. • Provide instruction in organization/strategies for written language, computation, problem solving. • Utilize choral reading to increase fluency. • Teach typing and word processing. • Use activities to increase rate and fluency (flash cards, computer games, etc.) • Teach students to prioritize homework. • Encourage three-finger tracking. • Provide direct instruction in comprehension strategies, connecting, inferencing, predicting, etc. • Teach and model webbing, storyboarding, flow charting and mind mapping. • Teach students to use checklists, keep logs, or mark their progress on a chart.

Visual, Spatial, and Performing Arts

Strength/Interest-Based Strategies
• Provide exposure and access to advanced ideas, research, and works of eminent producers in many fields. • Embed multiple intelligence strength areas into instruction. • Create story boards. • Learn and use visual-spatial strategies in the content areas. • Use visual-spatial activities/products to improve performance in weaker academic area(s). • Help students transfer abstract thinking into a variety of forms of expression. • Use graphic organizers to help students organize and process information in content areas. • Offer choice in student assignments and assessments so students can use their strengths to demonstrate their knowledge.
Accommodations to Access Learning
• Offer options for acquiring information and communicating what is learned using multiple intelligences and learning styles. • Provide connections to real world and build on students' intrinsic motivation. • Allow students to vary assignments. • Provide adaptive physical education. • Allow students to vary assignments and use alternative ways to demonstrate knowledge, such as oral presentation, tape-recorded or video response, create a poster or book jacket, etc. • Accept oral responses in lieu of written. • Match teaching style to students' learning styles. • Provide opportunities for students to demonstrate achievement and excellence through competitions, exhibitions, performances, presentations, etc. • Provide environmental modifications to allow for movement, flexibility of workspace, etc.

Explicit Instructional Strategies: Compensatory Strategies
• Use musical chants, raps, rhymes, melody, and rhythm to help students learn. • Teach students to use visual imagery. • Create visual graphs/charts to support new learning and demonstrate interrelationships. • Teach grouping and categorizing strategies. • Teach and model creating flow charts, graphic organizers, and cognitive webs. • Anticipate/predict when and where difficulties may occur. • Draw the solution to a problem to capitalize on visual strengths. • Make everything as visual as possible. Use graphic organizers, charts, graphs, timelines, maps, pictures, or videos. • Teach problem-solving strategies. • Encourage struggling readers to listen to books on tape while following along in the text so they can participate in class discussion. • Teach visual approach to spelling.
Explicit Instructional Strategies: Intervention/Remediation
• Provide direct instruction in use of *Inspiration* software • Teach how to use visual imagery. • Guide students through long-term projects designed to demonstrate good planning and time allocation. • Teach students to use nonverbal cues and environmental cues. • Teach a variety of strategies to plan, organize, and manage daily routines and meet personal goals. • Teach self-monitoring strategies. • Teach students to use meta-cognitive strategies to monitor their thinking in the learning process. • Teach the meaning of prefixes, suffixes, and root words in order to teach new words. • Provide explicit instruction in phonological awareness, phonics, and decoding.