

# **Educational Planning for a Continuum of Abilities**

## **Strength-/Interest-Based Accommodations**

These are instructional strategies that provide a stimulating educational environment emphasizing high-level abstract thinking, creativity, and a problem-solving approach. They build on intrinsic motivation and promote active inquiry, experimentation, and discussion. Emphasis is placed on students' readiness, interests, and learning profiles. Teachers shape instruction with multi-option assignments that enable students to use their strengths to demonstrate their knowledge.

*Examples: Pre-testing and compacting the curriculum to eliminate unnecessary drill; content extensions related to some facet of the curriculum that allow students to investigate a topic in greater depth and become the class expert.*

## **Accommodations to Access Learning**

Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations are used in classroom instruction and assessment. They do not fundamentally alter or lower the standards or expectations of the content of the curriculum. Rather, they change how the content is presented and/or how a student demonstrates mastery.

*Examples: Braille and wearing glasses.*

## **Explicit Instruction: Compensatory Strategies**

These are skills explicitly taught to students that, when implemented by the students, will allow them to complete tasks independently. The goal is to teach students compensatory learning strategies so they will learn to initiate the strategies independently in order to be successful in the learning environment.

*Examples: Use of spell-checker; re-read aloud when editing written work; color-coding for organization.*

## **Explicit Instruction: Intervention/Remediation**

Utilize recommended assessments to identify learning gaps and then provide explicit systematic instruction/remediation in the specific deficit area(s).

Examples: Identifying phonological core deficits and providing explicit instruction in segmenting and blending speech sounds.

# Strategic Planning for Student Success

The problem-solving team begins the process of planning by identifying the student's strengths and interests. Success in the strength areas promotes the development of a strong self-concept and self-efficacy. Instruction that builds on students' interests can motivate them to persevere when learning challenges cause them to struggle in school.

Once strengths and interests are identified, the problem-solving team considers the student's challenges and concerns by examining existing data and behaviors. When needed, additional data may be gathered. Twice-exceptional students need explicit instruction in their challenge areas. Teaching students compensatory strategies helps them learn strategies they can use independently to be successful.

## Use the template on the next page to:

First, identify the student's strengths and challenge areas.

Second, select accommodations to ensure learning and growth in the student's strength/interest areas.

Third, select accommodations that will help the student access learning, and identify areas where explicit instruction will be provided to teach compensatory strategies or to provide intervention or remediation.



# Educational Planning for a Continuum of Abilities

S – Student Strengths	C – Student Challenges	Strengths	Challenges/Concerns
<b>Cognitive Processing/General Intellectual Ability</b> <input type="checkbox"/> Visual Processing <input type="checkbox"/> Auditory Processing <input type="checkbox"/> Sequential/Rational Processing <input type="checkbox"/> Conceptual Holistic Processing <input type="checkbox"/> Processing Speed <input type="checkbox"/> Attention <input type="checkbox"/> Memory <input type="checkbox"/> Executive Functioning <input type="checkbox"/> Organization <input type="checkbox"/> Other			
<b>Specific Academic</b> <input type="checkbox"/> Reading <input type="checkbox"/> Reading Fluency <input type="checkbox"/> Writing <input type="checkbox"/> Writing Fluency <input type="checkbox"/> Math <input type="checkbox"/> Math Fluency <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Other			
<b>Creativity</b> <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Creative Productivity <input type="checkbox"/> Creative Problem-Solving <input type="checkbox"/> Risk-Taking <input type="checkbox"/> Other			
<b>Visual, Spatial, Performing Arts</b> <input type="checkbox"/> Visual <input type="checkbox"/> Spatial <input type="checkbox"/> Musical/Rhythmic <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Other			
<b>Physical/Psychomotor</b> <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> ADD <input type="checkbox"/> ADHD <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Athletics <input type="checkbox"/> Other			
<b>Interpersonal/Leadership</b> <input type="checkbox"/> Communicating <input type="checkbox"/> Understanding Others <input type="checkbox"/> Peer Relations <input type="checkbox"/> Self-Advocacy <input type="checkbox"/> Other			
<b>Intrapersonal/Social/Emotional</b> <input type="checkbox"/> Understanding Self <input type="checkbox"/> Introspection/Reflection <input type="checkbox"/> Perfectionism <input type="checkbox"/> Coping <input type="checkbox"/> Resiliency <input type="checkbox"/> Behavioral Issues <input type="checkbox"/> Other			
<b>Interests/Passions</b>			

# Educational Planning for a Continuum of Abilities

Strength-/Interest-Based Accommodations	Accommodations to Access Learning	Explicit Instruction: Compensatory Strategies	Explicit Instruction: Intervention/Remediation

# Educational Planning for a Continuum of Abilities: Example

S - Student Strengths	C - Student Challenges	Strengths	Challenges/Concerns
<b>Cognitive Processing/General Intellectual Ability</b> <input checked="" type="checkbox"/> Visual Processing <input checked="" type="checkbox"/> Auditory Processing <input checked="" type="checkbox"/> Sequential/Rational Processing <input type="checkbox"/> Conceptual Holistic Processing <input checked="" type="checkbox"/> Processing Speed <input type="checkbox"/> Attention <input type="checkbox"/> Memory <input type="checkbox"/> Executive Functioning <input type="checkbox"/> Organization <input type="checkbox"/> Other			
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<b>Interpersonal/Leadership</b> <input type="checkbox"/> Communicating <input type="checkbox"/> Understanding Others <input type="checkbox"/> Peer Relations <input type="checkbox"/> Self-Advocacy <input type="checkbox"/> Other			
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<b>Interests/Passions</b>			

# Educational Planning for a Continuum of Abilities: Example

Strength-/Interest-Based Accommodations	Accommodations to Access Learning	Explicit Instruction: Compensatory Strategies	Explicit Instruction: Intervention/Remediation
<ul style="list-style-type: none"> <li>Use “most difficult first” strategy and pre-testing to allow student to demonstrate mastery of concepts and reduce work load</li> </ul>	<ul style="list-style-type: none"> <li>Give student a conceptional frame-work or overview of new material</li> <li>Extended time</li> <li>Preferential seating</li> <li>Nonverbal cues</li> <li>Copies of overheads</li> </ul>	<ul style="list-style-type: none"> <li>Create self-talk to accompany visual input</li> <li>Use color-coding and highlighting for visual focus</li> <li>Incorporate organizational activities into classroom</li> </ul>	<ul style="list-style-type: none"> <li>Teach verbal mnemonics, rhyme for automaticity</li> <li>Teach organizational skills</li> <li>Assist student in creating a “To Do List” and help him prioritize homework</li> <li>Ask student to talk through the steps he will use when completing assignment</li> </ul>
<ul style="list-style-type: none"> <li>Opportunities for developing oral and written communication</li> <li>High level, open-ended problem-solving like Math Olympiad</li> </ul>	<ul style="list-style-type: none"> <li>Copies of text for highlighting</li> </ul>	<ul style="list-style-type: none"> <li>Master keyboarding</li> <li>Use computer to increase productivity</li> </ul>	<ul style="list-style-type: none"> <li>Use systematic multisensory approach to word decoding/encoding</li> <li>Choral reading</li> </ul>
<ul style="list-style-type: none"> <li>Opportunities for brainstorming and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Create a safe environment where risk-taking is encouraged</li> </ul>		
<ul style="list-style-type: none"> <li>Create a series of key elements in a rap</li> </ul>			
<ul style="list-style-type: none"> <li>Provide opportunities to develop leadership skills</li> </ul>			
<ul style="list-style-type: none"> <li>Seek opportunities to compliment student on effort rather than ability</li> </ul>		<ul style="list-style-type: none"> <li>Help student view mistakes as a valued part of the learning process</li> <li>Encourage student to equate effort with success</li> </ul>	

# Twice-Exceptional Strategies Plan

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Strengths:

Interests:

Challenges:

Strength-/Interest-Based Accommodations

Accommodations to Access Learning

Explicit Instruction: Compensatory Strategies

Explicit Instruction: Intervention/Remediation