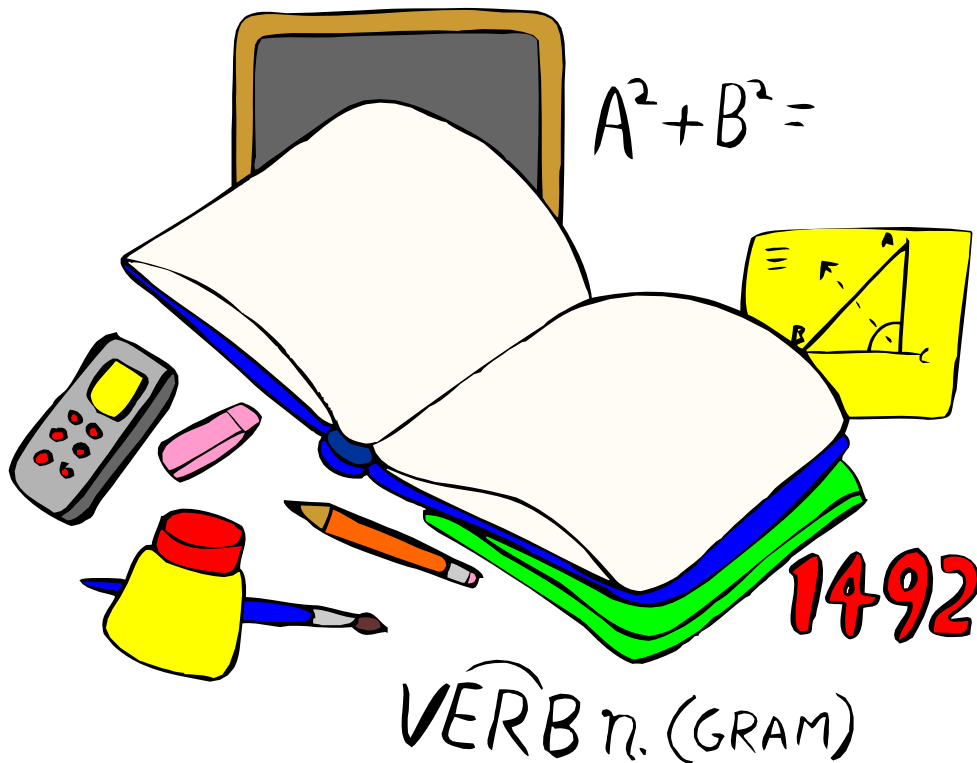


Classroom Adaptations

Creating a Climate of Success



"It doesn't matter how you get there. That's what's so neat! Because you can construct so many alternate routes to get to the same final product."

College student
with a learning disability

Introduction

The goal of classroom adaptations has always been student success. This can be accomplished through individualized instruction focusing on a student's strengths, learning style and unique needs in order to develop skills and independence. The goal of adaptation has **never** been a "watered down" curriculum and lowered standards.

To accomplish this goal, the reasons for making the adaptations must be established first. Only then can the adaptation fit the needs of the student. For example, a student who experiences difficulty paying attention but attends longer when near the teacher will receive preferential seating. Another example is a student who is not able to read a story but can listen on tape or have the story read orally. The point is to recognize differences and accommodate individual needs.

It is not an example of an adaptation or modification when a teacher simply assigns every other problem in math when the real difficulty lies in basic understanding of how to perform the operation. It is also not a modification when a student who struggles is required to do all the work that other students are doing, fails, but is given a minimal passing grade. It is clearly not an appropriate modification when a teacher simply lowers standards. In this section, the focus is on **how to modify based on individual needs**.

In the area of worksheets and tests, some materials themselves **add** to a student's other problems by the **layout and design**, the way the **directions** are written, the amount of **content** presented, and the **testing** format. Revising these materials effectively will help not only those students who struggle, but also the others in the classroom. Good teaching is good teaching and all students benefit from improved materials and strategies.

Most teachers are aware of this need to revise existing materials and develop new ones. However, the interesting and encouraging part of modifying is that the more frequently a teacher makes changes, the process begins to require less and less time. Once an individual is in the habit of watching for problems in written materials, many of the difficulties can be avoided at the outset the next time a new material is designed. Start small. Choose one unit or one subject area. Not everything needs revision. Working as a grade level or departmental team is most efficient. Involve the special education department in collaboration. The exciting part is seeing the entire class do so much better on a test or assignment.

Many classroom teachers choose to revise tests for a project in the graduate course that I teach. After using the new materials with their classes, the response is overwhelming. The teachers themselves feel so good about the higher test scores that they are eager to revise the other unit tests. It is a sound investment in time and talent that pays enormous dividends.

In thinking about classroom adaptations, the overall objective should be: **Keep the CONTENT but change the DELIVERY**. Brainstorm all the various ways to teach the same concepts but using different delivery systems. One of the best testimonials regarding this approach came from an eleventh grade social studies teacher.

He was an excellent teacher with at least 25 years of experience. One fall quarter, he had a student in one of his classes who had failed all of his weekly quizzes. This teacher graded his students based on their Friday 10-point tests. "I always felt that I should test in small segments and use something objective, fair, outside of myself," he said. He gave this particular student a failing grade as determined by his grading system.

The parent came in to see him and wondered how this could have happened. The parent related to the teacher that the student liked social studies and often talked about the class at home. The teacher was also puzzled since the student appeared to be paying attention. Ultimately, the teacher told the parent that during the next Friday quiz, he would take the student out into the hall and talk with him. "All I said to the student was: 'Tell me about...' what we had studied that week. I couldn't believe it! The student knew more than I did!"

This teacher has become one of the best advocates in the teachers' lounge for students who learn in different ways. The teacher evaluated the student on the very same content as the other students. What was different was the delivery system that gave this student the opportunity to show what he had learned and be rewarded for it. The student, by the way, did not have an IEP.

As teachers are well aware, there are many students who do not qualify for special education services but who experience very real problems in the classroom. Some of these students qualify for Section 504 of the Rehabilitation Act but others simply fall into the gray area and rely entirely on classroom teachers to meet their needs.

It is crucial for classroom teachers, then, to learn to recognize differences among students and to apply sound teaching techniques to promote success.

Helping All Students Succeed

Linda Tilton

A large number of students are experiencing difficulty in our schools today. Some of these students have special needs. Others fall into a gray area and do not qualify for specific programs.

All these students can learn. However, they may not learn by traditional methods. It is not a question of "watering down" to meet their needs. The content can remain intact but the delivery of the content may need alteration.

The goal is to provide alternatives and tools that these students need to comprehend assignments and understand classroom material.

Below are Ten Common Difficulties and Realistic Classroom Accommodations:

| | | |
|--------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The student who can't take meaningful, legible notes | NEEDS | -a copy of peer or teacher notes |
| 2. The poor reader | NEEDS | -content presented orally <u>first</u> before reading it -texts taped by parent or peers -skeletal outlines -color coded highlighted texts |
| 3. The student who learns by <u>hearing it</u> | NEEDS | -to study orally at home -to have tests and content read -to "say" the material internally |
| 4. The student who fails tests | NEEDS | -alternative means of evaluation -modified tests -retakes/extra credit -more time -review sheets |
| 5. The student who "can't get started" on a major assignment | NEEDS | -one-on-one time with the teacher occasionally |
| 6. The student experiencing organizational problems | NEEDS | -a monthly/quarterly class -a notebook/folder system modeled the teacher -clearly delineated expectations |

| | | | |
|-----|------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <ul style="list-style-type: none"> -short-term due dates -a schedule for homework -a highly structured classroom |
| 7. | The student who has difficulty with vocabulary | NEEDS | <ul style="list-style-type: none"> -study techniques such as color-coded note cards -operational definitions -vocabulary words paired with common terms -fewer but most important vocabulary |
| 8. | The student who can't do the work | NEEDS | <ul style="list-style-type: none"> -reduced or alternative assignments -some assignments eliminated -more time -to be taught different ways of learning |
| 9. | The student who learns by "hands-on" | NEEDS | <ul style="list-style-type: none"> -projects -hands-on experiences -skeletal outlines -manipulatives, note cards, tools |
| 10. | The student with low self-esteem | NEEDS | <ul style="list-style-type: none"> -teachers who believe and expect that the student can and will -frequent positive feedback -positive rapport initiated by teachers; i.e. classroom greeting, small talk, interest in a student's non-class activities -emphasis on success -less emphasis on labels-"LD" -to be called on when the student knows the answer -a caring classroom environment |

These are just some of the problems experienced by students who are not adept at typical school skills of reading, note taking, completing assignments, and taking tests. Students facing difficulties like those mentioned above require skilled teachers to create opportunities for success.

Classroom Adaptations

Accommodations:

Alter the classroom setting to reach the child's maximum potential and to demonstrate the child's knowledge and educational progress

Examples include:

- ❖ Seating near the teacher or board
- ❖ Increased response time
- ❖ More frequent review
- ❖ Paraphrasing new information
- ❖ Simplified instructions
- ❖ Extended time to complete tests & assignments
- ❖ Enlarged print
- ❖ Oral test/response
- ❖ Assistive technology
- ❖ Seating with a buddy
- ❖ Un-timed "timed" tests
- ❖ Practice activities to fit learning style

Modifications:

Alter the school work required, making it different from other students', if needed, to reach the child's maximum potential in school success

Examples include:

- ❖ Copies of teacher notes
- ❖ Help with note taking
- ❖ Reduced or altered assignments
- ❖ Alternative testing format
- ❖ Modified tests
- ❖ Peer assistance
- ❖ Cooperative learning
- ❖ More assignments in areas of strength
- ❖ Modified grading
- ❖ Modified expectations
- ❖ Modified texts
- ❖ Taped reading materials
- ❖ Step-by-step assignments

School Modifications and Adaptations

When it is necessary to modify or adapt a student's educational program so that he or she can be successful in school, it is important to include the student in the discussion. Ask him or her what would be helpful.

Modifications and adaptations should be chosen to fit the student's learning style. They may be written into the student's Individualized Educational Plan or Section 504 Plan. Any section of the following ideas should be based on the student's need for changes in curriculum, teaching methods, classroom organization or individualized behavioral strategies.

Textbook and Curriculum Adaptations

Books

- ❖ Provide alternative books with similar concepts, easier reading level
- ❖ Provide audiotapes of textbooks – have student follow the line of print while listening
- ❖ Provide high interest reading material
- ❖ Use marker to highlight important textbook sections
- ❖ Provide two sets of textbooks – one for home, one for school

Curriculum

- ❖ Shorten assignments based on mastery of key concepts
- ❖ Shorten spelling tests based on mastering most functional words
- ❖ Substitute for other written assignments (clay models, posters, panoramas, collections, etc.)
- ❖ Change percent of work required for passing grade
- ❖ Specify and list exactly what the student will need to learn to pass; should be reviewed frequently
- ❖ Modify expectations based on student needs (ex: When you have read this chapter, you should be able to list ...)
- ❖ Give alternative assignments rather than long written reports

Classroom Modifications

- ❖ Develop individualized rules for student when needed
- ❖ Evaluate classroom structure against student need
- ❖ Keep classroom quiet during intense learning times
- ❖ Reduce visual distractions in the classroom (mobiles, etc.)
- ❖ Provide computer for written work
- ❖ Seat student close to teacher
- ❖ Use study carrels for any student who would benefit
- ❖ Seat student away from window or doorway
- ❖ Provide an unobstructed view of chalkboard and teacher
- ❖ Keep extra supplies of pencils and books
- ❖ Omit crosswords and word find puzzles

Teaching Suggestions

Directions

- Use both oral and printed directions
- Give directions in small steps and be brief
- Number and sequence the steps in a task
- Have student repeat back the directions
- Show a model of the end product

Time/Transitions

- Alert students several minutes before a transition occurs
- Provide additional time to complete a task
- Allow extra time to turn in homework without penalty

Handwriting

- Use activities that require minimal writing
- Do not ask students to recopy work
- Use brief response questions rather than essay questions
- Provide a "designated note taker" or provide teacher notes
- Provide a print outline of a video
- Provide print copy of assignments or directions which are written on the overhead or board
- Omit assignments which require copying

Math

- Allow the use of a calculator without penalty
- Group similar problems together – i.e. all addition
- Provide fewer problems on a page
- Require fewer problems to attain a passing grade
- Use enlarged graph paper to write problems
- Turn lined paper sideways to make columns
- Provide a table of math facts for reference
- Read and explain story problems – break into smaller steps

Other

- Check progress and provide frequent feedback during the first few minutes of every assignment
- Place ruler under sentences being read for better tracking
- Break long-range assignments into small, sequential steps with daily monitoring
- Have student practice in a small group before presenting to the class

- Sequence written work – easier to more difficult
- Provide study guides and study questions which **directly** relate to test
- Reward student for using an assignment notebook
- Use mapping to show how ideas are related

Behavior

- Arrange a “check-in” time to organize day
- Pair a student with a good behavioral model for projects
- Eliminate rules for some students when they discriminate
- Reward the student for **remembering** something rather than punishing for forgetting
- Develop an individual behavioral plan for the classroom that is consistent with the student’s ability
- Arrange for the student to voluntarily leave the room for a designated “safe place” when under high stress
- Develop a “system” or code word to signal that behavior is not appropriate
- Ignore behaviors that are not seriously disruptive
- Develop interventions for behaviors that are annoying but not deliberate (i.e., provide a small piece of foam rubber for desks of students who continually tap pencils, provide paper for doodling during oral reading)
- Be aware of behavioral changes which are due to medication or length of school day; modify expectations

If Student Has Difficulty Learning by Listening, Try This:

BEFORE THE LESSON

- Pre-teach difficult vocabulary and concepts
- State objective; provide a reason for listening
- Teach the mental activities involved in listening – mental “note taking,” questioning, reviewing
- Provide study guides/worksheets
- Provide script of film
- Provide lecture outlines

DURING THE LESSON

- Provide visuals via the board, overhead, or computer screen
- Use flash cards
- Have student close his eyes and try to visualize the information
- Have student take notes and use colored markers to highlight
- Teach the use of acronyms to help visualize lists (Roy G. Biv for the colors of the spectrum: red, orange, yellow, green blue, indigo, violet)
- Give explanations in small, distinct steps
- Provide written as well as oral directions
- Have student repeat directions
- When giving directions to the class, leave a pause between each step so student can carry out the process in his mind
- Shorten the listening time required
- Provide written and manipulative tasks
- Be concise with verbal information: “Jane, please sit,” not “Jane, would you please sit down in your chair.”
- Use a dataview attached to teacher’s computer to allow students to follow examples

If Student Has Difficulty Expressing Himself Verbally, Try This:

- Accept an alternate form of information sharing such as the following:
 - written report
 - artistic creation
 - exhibit or showcase
 - chart, graph, or table
 - photo essay
 - map
 - review of films
 - charade or pantomime
 - demonstration
 - filmstrip or sound filmstrip
 - taped report
- Ask questions requiring short answers
- Provide a prompt, such as beginning the sentence for the student or giving picture cue
- Give rules for class discussion (i.e., hand raising)
- Give points for oral contributions, and prepare the student individually
- Teach student to ask questions in class
- Specifically teach body and language expression
- Wait for student to respond; don't call on the first student to raise his hand
- First ask questions at the information level – give facts and ask for facts back
- Have student “break in gradually” by speaking in smaller groups and then in larger groups
- Use talking software

If Student Has Difficulty Reading Written Material, Try This:

- Find a text written in a lower level
- Provide highlighted material
- Rewrite student's text
- Tape student's text
- Allow a peer or parent to read text
- Shorten amount of required reading
- Look for same content in another medium (movie, filmstrip, tape)
- Oral reading should be optional: provide alternative methods for student to contribute to the group such as role playing or dramatizing
- Allow extra time for reading
- Omit or shorten reading required
- Substitute one-page summaries or study guides which identify key ideas and terms as the reading assignment
- Motivate student; interest him
- Provide questions before student reads a selection (include page and paragraph numbers)
- Put main ideas of text on index cards which can easily be organized in a file box and divided by chapters
- Pre-teach vocabulary
- Type material for easier reading
- Use larger type
- Be more concrete: use pictures and manipulatives
- Reduce amount of new ideas
- Provide experience before and after reading as a frame of reference for new concepts
- State the objective and relate to previous experiences
- Help student visualize what is read
- Use a screen reader

If Student Has Difficulty Writing Legibly, Try This:

- Use format requiring little writing
 - multiple-choice
 - programmed material
 - true/false
 - matching
- Use manipulatives such as letters from a Scrabble® game or write on small ceramic tiles
- Reduce or omit assignments requiring copying
- Allow use of tape recorder, typewriter/computer
- Teach writing directly:
 - Trace letters or write in clay
 - Verbalize strokes on tape recorder
 - Use marker to space between words
 - Tape the alphabet to student's desk or provide a wallet-size alphabet card
 - Courses in graph analysis or calligraphy may be motivating

- Use graph paper to help space letters and numbers in math
- Use manuscript or lined ditto paper
- As a motivation technique, brainstorm with class for advantages of legibility

If Student Has Difficulty Expressing Himself in Writing, Try This:

- Accept alternate forms of reports:
 - oral reports
 - tape-recorded report
 - tape of an interview
 - collage, cartoon, or other art
 - maps
 - diorama, 3-D materials, showcase exhibits
 - photographic essay
 - panel discussion
 - mock debate
 - review films and present an appropriate one to the class
 - make a video
- Have a student dictate work to someone else (an older student, aide, or friend) and then copy it himself
- Allow more time
- Shorten the written assignment (prepare an outline or summary)
- Provide a sample of what the finished paper should look like
- Provide practice using:
 - story starters
 - open-ended stories
- Allow oral responses (try oral spelling tests)

If Student Has Difficulty Spelling, Try This:

- Dictate work, then ask student to repeat it (saying it in sequence may eliminate errors of omitted syllables)
- Avoid traditional spelling lists; instead, determine lists from social needs and school area needs
- Use mnemonic devices ("A is the first capital letter," "The capitol building has a dome")
- Teach short, easy words in context:
 - on and on
 - right on!
 - on account of
- Have students make flashcards and highlight the difficult spots on the word
- Give a recognition level spelling test: ask student to circle correct word from 3 or 4 choices
- Teach words by spelling patterns (teach "cake," "bake," "take," etc. in one lesson)
- Use the Language Master for drill
- Avoid penalizing for spelling errors
- Hang words from the ceiling during study time or post on the board or wall for constant visual cues
- Provide a tactile/kinesthetic aid for spelling (sandpaper letters to trace or a box filled with salt or cereal to write in)
- Use the Touch Window
- Use spell checking software

If Student Has Difficulty Seeing Relationships, Try This:

- Directly and specifically point out relationships
- Draw arrows on worksheets or in the text to show that ideas are related
- In class discussion, have students relate their ideas to personal experiences
- Teach these relations directly:
 - function
 - category
 - opposition
 - sequence
- provide direct practice identifying relationships
- provide headings or a partially completed chart for an example
- put timelines on student's desk as a reference
- use a family tree to help relate disassociated historical events
- use a banner with symbols for ideas/events

If Student Has Difficulty Understanding Cause & Effect or Anticipating Consequences, Try This:

- Use concrete examples
- Use real-life situations when role-playing
- Teach cause and effect using:
 - brainstorming
 - role-playing
 - simulations
- Have student use his imagination

If Student Has Difficulty Drawing Conclusions and Making Inferences, Try This:

- Teach thinking skills directly
- Draw a parallel to a situation that the student might have previously experienced in problem solving

If Student Has Difficulty Remembering, Try This:

- Provide a checklist
- Provide cues
- Have student make notes to himself
- Teach memory skills
- Teach the use of acronyms and mnemonic devices

If Student Has Difficulty Becoming Interested, Try This:

- Tell stories which relate the lesson to people's lives
- Establish relevancy and a purpose for learning by relating to previous experiences
- Provide an experience such as a field trip; then teach lesson
- Reward often as lesson begins
- Shape approximations of desired behavior by providing praise, one-to-one conversation, or immediate feedback of correct answers
- Read aloud a brief article or story to stimulate interest
- Use laser and video clips to focus student's interest
- Make a positive, personal comment every time student shows any evidence of interest (i.e., sits in seat, has his book)

If Student Has Difficulty Getting Started, Try This:

- Give cue to begin work
- Give work in smaller amounts
- Provide immediate feedback
- Sequence work with easiest answers first
- Provide all necessary materials
- Introduce assignment carefully so student knows task expected
- Provide time suggestions for each task
- Check on progress often in first few minutes of work
- Give clear directions
- Give a checklist for each step of the task (i.e., the steps in a long division problem)
- Use a peer or peer tutor to get student started
- Project the printed page of a worksheet on an overhead
- Introduce material with the survey-question technique
- Provide auditory tapes
- Provide talking software

If Student Has Difficulty Following Directions, Try This:

- Use fewer words
- Provide examples
- Repeat directions
- Have student repeat or explain directions
- Provide a checklist
- Put directions on language master cards
- Send directions on electronic mail
- Provide a peer tutor
- Monitor closely as student begins
- Give clear directions
- Present both auditory and visual direction

If Student Has Difficulty Keeping Track of Materials or Assignments, Try This:

- Require a notebook; use large envelopes for each subject
- Check notebook often
- Keep extra supplies on hand
- Give assignment sheet to student, other teachers, and/or parents
- Write assignment on board for student to copy
- Check and reinforce student for recording assignment
- Require envelopes for big projects that have many separate parts
- Give reward (grade, points) for bringing book, paper, and pencil to class every day
- Return corrected work promptly

If Student Has Difficulty Staying on Task, Try This:

- Reduce distractions
- Increase reinforcements
- Provide shortened tasks
- Provide checklists

If Student Has Difficulty Paying Attention to the Spoken Word, Try This:

- Give explanations in small, distinct steps
- Provide written backup to oral directions and lectures; provide visual via chalkboard, overhead, video or laser clips
- Have student repeat directions
- When giving directions to the class, leave pauses between each step so student can carry out process in his mind
- Provide other sources of information: cassette tape, language master, photocopies of notes, interactive software, shared note-taking with a friend
- Shorten the listening time and repeat instructions
- Provide a script of spoken presentations; i.e., a filmstrip script
- Alternate spoken with written and manipulative tasks
- Look directly at student and place hand on student's shoulder when giving directions
- Provide advance organizers including outlines, study guides, preview questions, and vocabulary preview

If Student Has Difficulty Paying Attention to the Printed Word, Try This:

- Select a text with less on a page
- Highlight distinctive features
- Mask nonessential material
- Cut pages apart or tear from book
- Practice discrimination of one part (have student identify main heading or unit titles)
- Require desk to be cleared of extraneous material
- Face desk to the wall or provide a study carrel
- Provide peer tutors
- Provide different activities during the class period
- Provide a reward valued by student
- Isolate student; use time out
- Provide quiet alternatives for a short time
- Provide a timer to set short periods of work

IDEAS FOR ADAPTING HOMEWORK ASSIGNMENTS

- 1) Consider the attention span of the student when making homework assignments.
- 2) Provide a clear set of directions for the assignment. Do a check for understanding with the student by having him/her explain to you what he/she thinks the assignment is.
- 3) Provide example of what the assignment should look like or provide example of how to do one portion of the task.
- 4) Check to be sure that the student has written the assignment in an assignment log.
- 5) Provide a suggested time frame for doing the homework: "Do as much as you can on this in a 30 minute time span."
- 6) Adjust the size of an assignment.
- 7) Allow an alternative format for the assignment (accept an audio taped report rather than a written report).
- 8) Eliminate redundant copying, focus on meaningful writing expectations.
- 9) Provide choices as to which portions or problems to do.
- 10) Assign flexible amounts – "Do as many problems as you need to in order to understand the concept." "Do at least five problems and then decide if you need to do any more."
- 11) Set up homework buddies or homework sharing groups so students can check in with classmates about homework assignments.

GRADING ADAPTATIONS

- ❖ Base grades on individual progress.
- ❖ Use IEP goals/objectives as the basis for determining grades.
- ❖ Use lowered grading standards.
- ❖ Grade process and product separately.
- ❖ Base grades on ability.
- ❖ Contract with the student for grade based on completion of the task.
- ❖ Base grade on a modified curriculum.
- ❖ Weight grades based on the difficulty of the assignments.
- ❖ Use a self-referenced system of grading.
- ❖ Consider effort when competence or progress is unsatisfactory.
- ❖ Use a pass/fail system.
- ❖ Use an inventory checklist noting mastery or non-mastery.
- ❖ Provide a narrative report instead of a letter grade or in addition to a letter grade.
- ❖ Involve the student in self-evaluation using goal-setting, learning contracts, weekly conferences, etc.
- ❖ Use a multiple-marking system.
- ❖ Develop a school wide or grade-level wide policy concerning adapted grades.
- ❖ Grade frequently to allow opportunities for increased feedback.
- ❖ Offer options of extra credit.
- ❖ Provide partial credit for items attempted or for partial answers.
- ❖ Share responsibility for grading among several educators.
- ❖ Use a combination of options.

WAYS TO ADAPT DAILY ASSIGNMENTS AND ACTIVITIES

- 1) Pre-teach vocabulary and preview major concepts:
 - provide copies of key terms and definitions
 - discuss what the student already knows about the topic
 - discuss what the student wants to learn about the topic
- 2) State a purpose for reading:
 - give student something specific to look for before beginning to read (i.e., the main character, something the main character is involved in, the sequence of main events).
 - if questions are going to be utilized, give the student a copy of the questions beforehand.
- 3) Provide repetition of instruction:
 - incorporate such techniques as study guides, drill, board work, choral response, study-buddy practice, or hands-on manipulatives.
- 4) Provide clear directions and examples:
 - give oral and written directions
 - have student repeat directions
 - use examples to demonstrate the procedures and ask the student to demonstrate the procedure
 - build a frequent checks-for-understanding ("Tell me what you think you are supposed to do with this assignment ...")
- 5) Make time adjustments:
 - allow student more time
 - shorten the assignment (i.e. decrease the number of questions, decrease the complexity of the responses, have the student select a specified number of questions to answer)
- 6) Provide feedback:
 - as immediate as possible
 - oral or written for each assignment
 - ask the student to tell you how he/she did on the assignment, areas in need of improvement, areas of strength, how they might approach the task differently
- 7) Have students keep an assignment notebook:
 - record assignments and daily tasks
 - if needed, color code and/or organize separate folders and assignment notebooks for each class/subject
- 8) Provide an alternate assignment:
 - create options for demonstrating proficiency (i.e. give an oral report instead of a written report, role-play a concept to demonstrate understanding, submit a videotape of a presentation instead of doing a "live" presentation)

GRADING AND TESTS

Grading

- ❖ Grade partly on individual progress and effort.
- ❖ Use daily or frequent grading averaged into quarter grade.
- ❖ Weight daily work higher than tests for poor test-takers.
- ❖ Mark only correct answers rather than wrong answers.
- ❖ Permit students to rework problems for a better grade.
- ❖ Average grades when assignments are redone or grade on corrected work.
- ❖ Use pass-fail or alternative grading system.
- ❖ Permit students to retake tests - set realistic expectations.
- ❖ When class participation affects grade, alter expectations.

Tests

- ❖ Teach the student how to take tests and how to review.
- ❖ Allow as much time as needed to finish.
- ❖ Allow tests to be taken in a different room if necessary.
- ❖ Read tests to the student and allow oral responses.
- ❖ Divide tests into small sections of similar questions.
- ❖ Use recognition (true/false, multiple choice, matching) not essay.
- ❖ Use performance assessment instead of a written test.
- ❖ Give progress reports and portfolios instead of grades.
- ❖ Grade spelling separately from content.
- ❖ Use typed test materials instead of handwritten tests.
- ❖ Allow take-home, open note, open book tests.

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MODIFICATIONS TO TESTS

- ❖ Reorganize test questions from easy to difficult.
- ❖ Enlarge or highlight key words in a question or phrase.
- ❖ Assist students in pacing themselves by showing or telling how much time remains.
- ❖ Provide oral directions for each portion of the test.
- ❖ Underline the word "Directions" on the test to call attention to it.
- ❖ Give a take-home test.
- ❖ Give tests more frequently, covering less content per test.
- ❖ Change the response format to short answer or fill in the blank.
- ❖ Avoid long and wordy questions.
- ❖ Eliminate the need to transfer answers from the test to another piece of paper.
- ❖ Avoid using words such as not, never, always, except.
- ❖ Color code the sections of the test
- ❖ Allow the student to tape record answers to the test questions instead of writing them.
- ❖ Arrange the choices vertically for a multiple choice test format.
- ❖ Allow the student the option of drawing a line from the question to the correct multiple choice.
- ❖ Avoid the use of all of the above, some of the above, none of the above.
- ❖ Place all matching items and choices on the same page.
- ❖ Use small groups of matching questions and choices.
- ❖ Provide a word bank of possible answers for fill-in-the-blank questions.
- ❖ When using essay questions, pre-teach the meaning of compare, describe, discuss.
- ❖ Allow outlining as an option to writing an essay.
- ❖ Provide opportunities for students to answer essay question using a computer.
- ❖ Give student the option of adding one question to the test and answering it.
- ❖ Allow student one question in each section to choose to skip.

ALTERNATE ASSESSMENT

- verbal tests
- shortened tests
- literal levels of questions
- frequency of tests
- length for completion
- types of responses
- IEP goal achievement
- course projects
- observations
- development of instructional packet

Global Access

Accommodations

Special Education Accommodations

Introduction:

Modern World History A and B is a requirement for all students seeking a high school diploma from the state of Maryland. Many of these students will have learning disabilities and will need special accommodations in order to succeed in our classrooms. The guidelines below have been selected from a larger body of guidelines for their relevance to the learning and testing conditions in high school social studies classes. Each accommodation will appear, where applicable, in the world history activities that have been developed for this new curriculum. Teachers should find these accommodations helpful in planning and teaching.

Elaboration on these guidelines and additional support may be obtained from special education teachers in the schools who will also have the new instructional guide for Modern World History.

Code 4 < Speech and Language Impairment

Speech and language impairment is a communication disorder, such as stuttering, impaired articulation, a language impairment, or voice impairment, which adversely affects a child's educational performance.

The **characteristics** of students with speech/language disabilities and others with expressive and/or receptive language processing difficulties include but are not limited to the following. These students:

- have difficulty following orally presented directions and information
- have difficulty recording notes from oral presentations
- are easily distracted by extraneous noise
- have difficulty remembering what is heard
- may have difficulty with discussions, oral presentations, or reading aloud
- may have difficulties explaining themselves clearly and coherently

- may display poor speech articulation, fluency, or expressiveness
- may have difficulty with word retrieval
- have difficulty with correct grammar and word usage in speaking and written language

Specific Instructional Accommodations for Students with Speech and Language Impairments

Environment Accommodations:

- Seat away from auditory distractions, e.g., open window, noisy heater.
- Seat near front of classroom.
- Seat near positive peer role models who are active participants in discussions so that students can hear well.

Delivery of Instruction Accommodations:

- Ask specific, structured questions.
- Teach non-verbal communication skills.
- Reinforce students' use of social language skills.

Student Performance and Behavior:

- Allow extra time for responses to questions.
- Structure opportunities for small group and one-to-one discussions.
- Plan for short oral presentations.

Assessments:

- Allow tape recording as alternatives to live presentation.
- Encourage alternate ways to complete tasks such as projects or written reports.

Code 6 > Serious Emotional Disturbance

Serious Emotional Disturbance is a condition exhibiting one or more of the following characteristics over a long period of time, to a marked degree, in at least two settings (one of which is school), which adversely affects educational performances in the following ways:

1. An inability to learn which cannot be explained by intellectual, sensory or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behavior or feelings under normal circumstances;
4. A general pervasive mood of unhappiness or depression; or
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted unless it is determined that they are seriously emotionally disturbed as well.

The **characteristics** of students with Serious Emotional Disturbance (and non-coded students who are experiencing significant emotional and/or behavioral difficulties) include but are not limited to the following:

Students have difficulty with:

- solving problems
- accepting responsibility
- making transitions or changes with positive relationships
- organization and long-term planning

Students:

- are average or above average in ability
- may be easily distracted
- may manipulate or control

Specific Instructional Accommodations for Students with Serious Emotional Disturbances (and Other Students Experiencing Significant Emotional and or Behavioral Difficulties)

For Use With All Students:

- Use behavior management strategies.
- Establish consistent classroom routines.
- Set high academic and behavioral expectations.
- Model mutual respect and positive behaviors.

Environmental Accommodations:

For Use With Aggressive Students:

- Seat in area of room with minimal distractions

For Use With Withdrawn or Depressed Students:

- Seat near front of room

Delivery of Instruction Accommodations:

For Use With Aggressive Students:

- Avoid personalizing behaviors.
- Prepare students prior to any change in routine.

For Use With Withdrawn and Depressed Students:

- Greet student each day
- Use proximity control

Student Performance and Behavior:

For Use With Aggressive Students

- Use “planned ignoring” for low-level, attention-getting behaviors.
- Use “I Message.”
- Use nonverbal cues to direct student behavior.
- De-escalate problem situations by allowing “time out” for student.
- Avoid power struggles and verbal arguments.

For Use With Withdrawn and Depressed Students:

- Allow for alternative forms of participation and response.
- Use private rather than public forum for management, correction, or discussion.
- Assign student to classroom and group responsibility.
- Allow for partner work and activities.
- Provide homework sheet or log book.

Assessment:

- Provide small group or one-to-one testing whenever possible.
 - Seat students close to the teacher.
 - Develop a system of nonverbal cues so that student can get help quickly to minimize frustration.
 - For a student who is depressed, check the students frequently and offer encouragement.
 - For a student who is obsessive/compulsive or a perfectionist, divide test into several distinct sessions in which student has lots of time: do not allow student to return to a previous section.
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Code 09 < Specific Learning Disabilities

Specific learning disabilities are disorders in one or more of the basic psychological processes involved in understanding or using language (spoken or written) which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children with learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, or cultural or economic disadvantage.

The **characteristics** of students with Specific Learning Disabilities include but are not limited to the following:

- Have average to above average cognitive ability.
- Tend to have large gaps in academic achievement.
- May have strengths in some areas while exhibiting strong needs in others.
- Have difficulty completing assigned work within allotted time.
- Tend not to ask for help when needed.
- May be overly dependent upon direct support from adults

Specific Instructional Accommodations For Students With Learning Disabilities

- Use a variety of multisensory approaches.
 - Organize and group steps in a process.
 - Allow additional time for written assignments.
 - Use tape reorder for reading and writing tasks.
 - Use computer-assisted instruction.
 - Write key points and words on the chalkboard or overhead.
 - Cue students to listen.
 - Provide directions in writing.
 - Post homework assignments and test schedules.
 - Provide assistance in note taking, i.e., copies of notes or note taking paper.
 - Encourage use of homework assignment book or calendar.
 - Maintain ongoing master list of assignments.
 - All test and class papers should be designed to provide lines for answers instead of leaving blank spaces.
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Non Coded Students

Students with Attention Deficit Disorder with or without hyperactivity (ADD/ADHD) and students with less severe attentional difficulties that negatively affect their ability to be successful in school.

Teachers Note: ADD/ADHD is not specifically included in IDEA, so it does not have an eligibility code. Some students with ADD/ADHD may qualify as Other Health Impaired under special education rules. Other students with ADD/ADHD may be eligible for accommodations under Section 504 of the Rehabilitation Act of 1973.

As defined by Harvey Parker and George Storm (Medical Management of Children With Attention Deficit Disorder), ADD/ADHD is a treatable disorder which affects approximately 3 to 5 percent of the population. Inattentiveness, impulsivity, and often times hyperactivity are common characteristics of the disorder. Boys with ADD outnumber girls by three to one.

The **characteristics** of children with Attention Deficit Disorder includes but are not limited to the following:

- difficulty sustaining attention
- easily distracted by extraneous stimuli
- fidget with hands and feet or squirm in seat: in adolescents this may be limited to subjective feeling of restlessness
- blurt out answers to questions before the question has been completed
- interrupt or intrude on others
- lose things necessary for tasks or activities at school or at home
- are forgetful of daily activities
- have difficulty organizing tasks or activities
- fail to give close attention to details or make careless mistakes

Specific Instructional Accommodations for Students with Attention Deficit Disorder

Environmental Accommodations:

- Seat student near the teacher.
- Seat student near a positive role model.
- Stand near the student when giving directions or presenting lessons.
- Avoid seating student near distracting stimuli, for example, an audible air conditioner fan or in a high traffic area.

Delivery of Instruction Accommodations:

- Write key points on the board.
- Allow students to tape record lessons.
- Use computer-assisted instruction.

Student Performance and Behavior:

- Pair student to check work.
- Provide peer note taker.
- Give extra time to complete tasks, especially for students with slow, laborious motor output.
- Simplify complex directions.
- Give assignments one at a time to avoid work overload.
- Allow student to tape record homework assignments.
- Allow typewritten or computer-printed assignments.
- If reading is weak, provide additional reading time.
- If oral expression is weak, accept nonwritten forms for reports (displays, oral projects).
- Provide assistance with note taking, i.e., copies of notes or note taking paper.
- Provide opportunity for seat breaks, for example, to run errand, etc.
- Remind students to check over work if performance is rushed or careless.

- Provide peer assistance with organizational skills.
- Assign special responsibilities to student in presence of peer group so they observe student in a positive light.
- Call on only when hand is raised.
- Look for signs of stress build-up and provide encouragement or reduced work load to alleviate pressure and avoid outbursts.
- Encourage student to have a notebook with dividers or folders for work.
- Assign volunteer homework buddy.
- Allow student to have an extra set of books at home.
- Praise specific behaviors.
- Use nonverbal signal to cue student to stay on task.
- Ignore inappropriate behaviors not drastically outside of class limits.
- Implement time-out procedures.

Assessment:

- Mark student's correct answers, not his mistakes.
- Give take-home tests.
- Allow students to give test answers on tape recorder.
- Allow extra time for completing tests.
- Require fewer correct answers to achieve goals.
- Do not penalize for poor handwriting if visual-motor deficits are present.

Test Accommodations for Students with Special Needs

Areas of Difficulty

1. Not enough time to finish work.
2. Difficulty in reading test.
3. Difficulty with complicated directions.
4. Difficulty with no given directions.
5. Difficulty with transferring symbols onto correct blank on answer sheet.
6. Confusion with double negatives.
7. Confusion when too many choices presented in multiple choice or matching items.
8. Difficulty with true/false questions.
9. Difficulty with essay questions.
10. Difficulty with multiple choice questions.
11. Difficulty with vocabulary in test questions.

Suggested Accommodations

1. Allow student to complete test next day or at another time.
2. Ask student to circle words they don't understand and define them.
3. Keep directions simple.
4. Include directions.
5. Allow students to circle correct answers on original test.
6. Avoid use of double negatives.
7. Present limited choice of 3 or 4 answers in multiple choice.
8. Use numbers instead of letters since many LD students confuse B's and D's.
9. On matching questions, divide into two groups of five rather than one group often.

10. Avoid true and false questions.
11. Star key essay question or questions. Ask student to answer key or starred questions and pro rate answers.
12. List answers vertically rather than horizontally.

STRATEGIES

1. Have child sit in the front of the room near teacher.
2. Have child repeat directions to see if he understands them.
3. Have another student or teacher read the directions to the child.
4. Make sure the child understands word meanings.
 - a Individual main words: summarize, etc.
 - b Function words: between vs. beside
5. If using longer words, use a simpler synonym that the child might be familiar with. The repetition of the concept in more than one way is less redundant than repeating the same confusing directions over and over again.
6. Have the child rephrase the directions in his own words.
7. Monitor the child's work, ask him to show you what he has done when half completed and have him explain what he is doing.
8. Break down the directions into a sequence of steps, number the steps, have the child complete the task one step at a time.
9. Use short complete sentences, especially when giving oral directions and pause between the delivery of each idea; avoid run-on sentences and ones that may sound too long.
10. Utilize an academically stable student to help monitor this child's work or help explain directions to him.
11. Teachers should be more visual in giving directions, show the child (children) exactly what will be expected of them.
12. Shorten assignments.
13. Use the recess period once a week to brush up on basic math facts.
14. Before each math lesson, put problems on the board to remind and reinforce carrying and borrowing procedures. Do this every day for only 5 minutes.
15. Make sure to analyze the errors in the child's work. Be sure you know why he is making the error.
16. Use the board more, especially for auditorally oriented children who need a visual as well as auditory cue.
17. Indoor recess can be used to utilize many kinds of listening games to help children to improve skills.
18. Make check lists that the child can use to denote personal program
 - a steps in direction
 - b classroom schedule
 - c assignment completion
 - d image builder (special stars or marks for every time the child speaks up)
 - e organization lists (materials needed for a specific subject)

- f staying in his seat
- g not talking

19. Give the child a piece of paper for his assignment and a piece of paper on which he is to doodle or tear up.
20. Set strict standards on assignment appearances and stick to it.
21. Mark the correct side of the paper with a small red "x" and have the child mark the rest of his papers himself.
22. Check the child's work frequently; don't stay manned at your desk while the children work; walk around and spread encouragement.
23. Have the child do two or three problems with you, tell him to do two on his own and then say you will be back to check his work.
24. Explain to the child that he cannot monopolize all your time, that you understand his plight, and will try to give him as much time as you can, but to be patient.
25. Do not force the child to answer if he does not want to even if you know he has the right answer.
26. Have the child tell you the answer and then relate it to the rest of the class by saying "Johnny gave the correct answer which is,," always give the child verbal credit.
27. Require these children to write large; tell them that you want to see the tall letters reach from the bottom to the top of the line; ask the child to skip lines between work; tell them it will make it easier for you to read their good work.
28. Set the example yourself and use lots of direct eye contact; tell the child about their beautiful blue eyes.
29. Put this child in the front or close to the front of the line so he does not lag behind.
30. Ask him occasionally what time it is or what subject he has next.
31. With written work, require him to fill the whole line.
32. Encourage eye contact with games, stare me down for 15 seconds, etc.
33. Time him to see how long it takes to get from place to place.
34. Have the child do a shortened version of class projects.
35. Give verbal rewards for being on time, handing in neat work, getting work in on time, sitting in his seat.
36. Organize his desk with marked file folders.
37. Never accept messy work.
38. Always be consistent in terms of assignments - when they must be done and quality that will be accepted.
39. Make sure that all corrections are turned in on a separate sheet of paper.
40. Make sure the uncommon child has a guardian angel (another student) to help him get through a day when the routine is changed.
41. Have the child turn in work as soon as it is completed.

42. Never let late work extend further than one day if possible; have him do it during recess or free time if necessary.
43. Have him check with you when half the work is completed to make sure he is doing it correctly and compliment him when it is.
44. Show him how to organize his work; you do an example; point out how one should space words, skip lines between answers, etc.
45. Use graph paper for complicated math work; make sure he puts one number in each box.
46. Write down steps needed to do assignment.
47. Explain the use of an eraser and why he must use it.
48. Make sure he only uses pencil for math work.
49. Make check lists for the child of material that is to go home; get a parent to sign it if possible.
50. Clean out his desk at least twice a week.
51. Monitor him closely to be sure he isn't putting down just any answer.
52. When finished with assignment, ask him to tell you the main idea of the work or explain the process that he used.
53. Have him do all corrections during recess or free time.
54. Explain that it is always easier to do it right the first time rather than doing it again on his own time.
55. Do not allow him to do more than one assignment at a time unless it is checked.
56. If he consistently errs, analyze the errors to see if he actually reads the material.
57. Ask the student why he is always in a rush; find out why.
58. If you are sure the student understands the work but continues to be inaccurate or messy, make him do it again and again; do this a couple of times and he will get the message.
59. Ignore disruptive behavior if possible; compliment him with a verbal and physical gesture when he is behaving appropriately.
60. Isolate his desk, but remember that he is there when he is not being disruptive.
61. Use direct eye contact whenever talking to him.
62. Give him a special project when he behaves well.
63. Direct the children in the class when he is out of the room that his antics are not appropriate and that you need their assistance to help him control his behavior.
64. Never fly off the handle: Dave lives off of teacher's frustrations.
65. Don't give him an inch and always be consistent.
66. Find positive consequences for him to develop the desire to be good.
67. Tell him that you will not tolerate his disruptive behavior.

68. Don't let him converse away from the subject at any time, especially in independent work times; he can speak only of math at math times, etc.
69. Say his name once in a while to see what he is doing.
70. For a particularly disruptive student, sit next to him and use some sort of physical contact to calm him down, help him with his work.
71. Don't worry about bruising his sensitive nature; he forgets quickly and rarely carries a grudge.
72. Give him a place keeper for reading work.
73. Have patience with him when he is under the weather.
74. Have check lists to be used when work is completed.
75. If he goes on an errand, make sure he has easy instructions for what he is to do.
76. Time child for getting started – "Ten seconds to get your name on the paper."
77. Throw assignments away that are on the wrong side – but give warning before doing this.
78. Have student recopy assignment (on own time) to correct side.
79. Redo complete assignment.
80. Do not accept scratch-outs – student must erase and correct.
81. Keep him after school or during recess to redo assignments – if you keep him one or two times until assignment is complete he will know that you mean business.
82. Compliment him when he does look nice.
83. Have the child stay after school and clean up desk to teacher's satisfaction.
84. Adjust assignment for short attention span.
85. Make him follow classroom rules as everyone else.
86. Set limit as to how many errors will be accepted; better yet, tell him how many right or correct responses you expect (again make sure he understands the assignment first).
87. If work is incorrect because he rushes through it, set up consequences and tell him in advance:
 - a "You need to get 8 of these 10 problems correct or you will redo all."
 - b "You need to get 16 out of 20 correct or you will write out complete sentences during recess."
88. Limit number of questions student can ask about written or oral directions.
89. Allow use of math grid for tables.
90. Give visual examples, especially math.
91. Have him construct a notebook, with only formulas and examples.
92. Keep a teacher-made reference notebook in class.
93. Have a student read tests to him.
94. Have a student divide long term assignments into sections, setting a due date for each section.

95. Check with other teachers and compare subject matter that will transfer from one class to the next. Keep teaching strategies similar – such as metrics in science and math.
96. Don't allow student to isolate himself in the classroom.
97. Try to check on him from time to time.
98. Clean lockers regularly.
99. Require student to keep daily assignment sheet.
100. Have parents sign daily assignment sheet.
101. Allow student to take test in resource room.
102. Keep student after school that night for incomplete assignments. (This can be prearranged with most parents – they are cooperative).
103. Allow student to do every other problem.
104. Have student keep folder organized – one folder for each subject.
105. Make sure he in particular knows exactly what is expected of him and when it is due.
106. If possible, cut his assignments but make sure he sticks to agreed-upon cut.
107. Invite him into a morning or afternoon session to show concern; possibly involve parents by calling them about such a session.
108. Check to make sure his assignment is written down in a good place.
109. When he begins his assignment, check to be sure he is on the right track.
110. Give him extra time on a test.
111. Say something like, "I personally do not care for behavior of this sort in my room. Please reserve it for elsewhere."
112. Put things in black and white – type of behavior that will be accepted and that's it.
113. In the area of values, use statements such as "Tell me how you would feel if it happened to you."
114. Say, "I care for you as a person. Though I may not like the things you do, I still care for you as a person."
115. Make statements such as – "It seems to me you did or said . . . because you want my attention (other students' attention)."
116. Make statements such as – "I see this as something at which you are good."
117. Refuse to let him play the shift-the-blame game; state facts or call him on it; if he says, "My mother said ..." or "Mrs. Smith said ..." say "When I talk to them this afternoon, I will ask them if that is what they said."
118. State expected short-term behavior and consequences; always follow through and always be consistent.
119. With parents, state facts – if possible never voice an opinion.
120. Send notes home about materials that are needed.

121. Work with resource person to set up a special spelling program.
122. Have a review session to which you invited him.
123. Give him an example of what he is to do.
124. If possible, have frequent brief conversations with him so he knows he cannot play parent against teacher.
125. Ask another student, whom he likes, to help him.
126. Ask compensatory teacher to work on a specific thing such as: main ideas, summarizing, a particular math concept, paragraph.
127. Make sure errands are clearly written and/or understood by child.
128. Stand by his desk as often as possible when talking to the class.
129. Keep a checklist for him that shows how many times he comes in totally dressed.
130. Give him specific times that he may get up out of his seat.
131. Send complimentary notes home when his behavior is appropriate and/or improving.
132. Do not let yourself react emotionally to his inappropriate behavior. State to him the behavior you see him exhibiting. Tell him choices he has in the area of behavior. Tell him the behavior you expect of him and that he should expect of himself.
133. Give him and another child a project to do together outside the classroom. It is sometimes easier to be friendly without 25 others around.
134. If possible, arrange special project times for him in the room or with a compensatory teacher, alone sometimes, sometimes with other children.
135. Try to arrange some "alone time" – even three or four minutes with you.
136. Try to talk openly and honestly with him about some of his behaviors. Venture some guesses as to how you might see it from his point of view – many times he will respond.
137. Pat his shoulder as you walk by his desk, touch him lightly on the arm if you want his attention in a small group.
138. Talk with the compensatory teacher about involving him in some small-group, nonacademic activities.
139. Find out from his parents what he likes to do at home and work out a project he could do and bring to school.
140. Tell him if he is sick he has to go to the office; if he doesn't want to go to the office then he obviously isn't sick.
141. Discuss the problem with the parent – then explain to the child in long and involved detail that work will have to be made up during times spent at the office, home, or washroom, and follow through.
142. Have the child use a pencil holder, rubber band.
143. Allow special lined paper.
144. Use finger tracing, sandpaper alphabet.

145. Encourage the child to participate in board and other games in the room. It may help the child feel more relaxed.
146. If possible, arrange a special time with the art teacher. This child may often respond here better than other places.
147. Set up a point system for a specific behavior – using special project or times as earned reward.
148. If possible, involve the child in a special physical education activity or other program to work on gross and fine motor difficulties.
149. Make him a special helper, to carry things, rearrange desks, etc.
150. Talk with the parents. Have a check sheet for things he works on at home and keep a point sheet at school.
151. Have compensatory teacher work on areas of special difficulty.
152. If possible, arrange with music, art, or physical education teacher to involve him in a special activity that would help him improve his skills.
153. When possible, be very frank with the child, pointing out to him the realities of a given situation. This will need to be done more than once.
154. If possible, try to talk to one or two of the more understanding students in the class to befriend him occasionally.
155. Give him auditory clues, but try to gradually reduce the number of clues you give him.
156. Have him read a phrase silently then tell you what it said, work up to a sentence, then a paragraph.
157. When he makes an error, have him go over it and see if he can recognize his error.
158. During indoor recess or free time try to encourage him to work with simple puzzles, paper cutting, coloring, mazes, dot-to-dot, block designs, art activities, either with another child or you.
159. Find out from parents if he really has a physical problem and if possible, set specific times for him to use the washroom, etc.
160. If possible, keep him in a small reading or math group in which extra practice could benefit the whole group.
161. Try to watch him and be aware of when he wants to speak. You may even set up a system with him whereby he can cue you if he wants to say something, then cue him as he's speaking his answer.
162. Cue him with letter sounds or word beginnings when he is speaking to the class.
163. If possible, work with him practicing what he wants to say.
164. Have him read from something written down after he has practiced.
165. Encourage him to play games which would allow him to speak, rhyme words, use correct grammar.
166. Recommend him for speech therapy or ask for suggestions from speech therapist.
167. Use an occasional indoor recess time to go over areas of difficulty, possibly in game form.
168. Ask compensatory teacher for special help worksheets he could work on in the classroom.

169. Send child on an errand you are certain he can handle.
170. Have child tell you what he did last night, over the weekend.
171. Encourage oral language activities.
172. Have child listen to simple riddles then ask him to answer them.
173. Encourage simple memory games with the child actively participating by following directions.
174. Read short stories followed by questions dealing with the details, sequence, main idea, inferences, and drawing conclusions.
175. Encourage structured activities at recess such as hopping games, walk a straight line (forwards, backwards, and sideways), ball bouncing, etc.
176. Have child work on copying geometric figures using rubber bands, cards, blocks, etc.
177. Encourage games such as dominoes, playing cards (making suits, pictures, numbers, sets), letter bingo, etc.
178. Encourage games of matching, sorting, tracing of letters and words.
179. Use tapes and records of sounds, words, stories, etc.
180. Start by giving simple oral directions and progress to more difficult ones.
181. Have him do one or two problems with you each day involving the difficult process.
182. Use visual aids with him concurrently with the numerical symbols.
183. Ask him to count for you.
184. Ask him occasionally what time it is.
185. Have him count out real money to you.
186. Discuss prices, distance, basic measurement with the class, possibly in a social studies or science unit.
187. Let him and another child give each other flash cards.
188. Encourage math games.

LEARNING DISABILITY ADAPTATIONS

- note taker
- scribe
- extended times/different location
- books on tape (Library of Congress/Seniors)
- computer
- test/text reader
- Xerox overheads
- spell checker
- tape record class discussion