

## Strategies for Instruction and Classroom Management

### Academic Skills

- Provide reading instruction at the learners achievement level
- Allow student to use a marker when reading
- Restructure questions so they are more concrete
- Provide math instruction at his/her achievement level
- Provide concrete objects for problem solving
- Allow student to dictate rather than write assignments, especially when self-expression and creativity are desired
- Allow student to give verbal rather than written responses on a test
- Provide extra time for written work
- Shorten assignments that require a good deal of writing
- Permit student to use computer for word processing assignments and tests
- Stress quality of written work over neatness

### Study Skills

- Provide a place free from distractions for independent work
- Clear student's desk of all unnecessary items
- Write down assignments and have the child check them off as they are completed
- Check the student's note taking and make sure he/she had the necessary information
- Check to be sure the student has understood your instruction. You may ask him/her to repeat them
- Give simple verbal instructions
- Repeat written instructions orally
- Set reasonable time limits for completion of an assignment
- Encourage the student to ask for assistance when needed
- Encourage the student to complete tasks independently
- Praise the student for tasks completed
- Encourage good quality of work, not speed
- Encourage proofreading and checking work for careless errors
- Assign a peer tutor to review information and re-explain.

### Group Instruction and Participation

- Call on the student to gain higher attention, occasionally by surprise
- Ask the student to take notes on relevant materials
- Have the student sit in front of the room, close to instruction
- Give instruction where the student can see you
- Maximize visual instruction and use visual aides such as outlines, maps, graphs, pictures
- Encourage verbal responses
- Restructure questions so they are more concrete
- Stress auditory modes of presentations
- Provide multi-sensory experiences
- Offer examples when discussing abstract concepts

### Social Skills and Behavior

- Seat the student near someone who will be helpful and understanding
- In group projects, place the student in a group that will encourage his/her participation
- Be aware of possible frustrating situations
- Require strict observance of classroom rules
- Reinforce appropriate participation in a group
- Allow provisions for physical movement (Distribute materials, run errands, etc)
- Encourage development and sharing of special interests

### Instructional Modifications for Special Learners

#### Instructional Modifications

- Use of overhead projector with color transparencies
- Use webs, graphic organizers
- Give all directions both verbally and visually
- Provide daily assignment notebook
- Tape record lectures
- Develop a secret signal between teacher and student
- Provide additional wait time
- Send a set of books home
- Give frequent opportunities for movement
- Use any type of concrete, manipulative object
- Arrange cooperative learning groups
- Model the task to students
- Use displays
- Develop contracts between student and teacher
- Place cue cards on desks or in notebooks
- Help the student develop own strategy notebook
- Encourage verbal rehearsal and directions
- Use drama and role playing
- Provide short, clear directions
- Review homework, behavioral expectations regularly

#### Content

- Use curriculum compacting to eliminate any unnecessary repetition
- Teach interdisciplinary courses
- Provide low-level, high interest books
- Offer Cliff's notes or simplified versions of same books
- Consider a parallel curriculum -- subject is the same but content is different
- Sift through curriculum for individual objectives
- Alter content slightly
- Allow student to do a lesser number of problems or examples
- Make sure support staff have copies of texts, lesson plans, etc.

### Evaluation

- Give test one-on-one or in small group; allow open book or open note test
- Use organizer/study guides in test preparation
- Let students design test
- Share computer disk with test with special education teachers so they can adapt
- Oral or demonstration tests
- Allow drawing, labeling and listing answers
- Use videotape to show progress
- Rephrase test questions
- Highlight directions or important parts of test
- Allow extra credit items to raise test scores
- Remove time limit
- Allow manipulatives
- Allow student to choose type of paper and writing instrument
- Use graph paper, computer lined paper, unlined paper
- Allow student to record answers on tape
- Have students self-evaluate
- Design a peer evaluation system
- Interview students
- Partially complete test in advance, student completes rest

### Assistance

- Utilize volunteers, para-educators, related service personnel, principals, college interns, parents and grandparents, principals, supervisors, older students
- Organize peer tutoring programs
- Make the most of technology-computers, fax machines, tape recorders
- Allow a classmate to take notes or use carbon paper
- Provide calculators, multiplication tables
- Video tape lectures for student to view again
- Provide an extra set of texts for parents to use at home
- Explore your community resources, e.g. mentors
- Look to high school technology education or child development classes
- Ask high school clubs to provide help as community service project

### Environment

- Use slant boards
- Provide alternate seating
- Arrange private areas in room
- Ask students to help create the space
- Locate sites which will be available as alternates if the need arises
- Clearly define and label activity areas with words/symbols
- Provide individual chalk boards
- Use an auditory signal for transitions, e.g. kitchen timer
- Allow background music through headphones
- Consider allowing snacks throughout the day
- Have each student keep a sweater in school
- Move through the space with the child's wheelchair or walker to find hidden barriers

## Materials

- Read books on tape
- Provide large print or Braille
- Use transparencies, flow charts, time charts, and graphic organizers
- Provide notebook organizers
- Encourage use of post it notes
- Use puff paint or glue to cue student with raised edge
- Find concrete object, or manipulative for every lesson
- Use computers, calculators
- Provide a variety of writing instruments—fat, thin, grips, colors
- Use clay, play dough, Legos, and other textures to build models/symbols
- Allow child to keep manipulative in hand or pocket to keep hands busy
- Fold paper in half or quarter
- Use masks or windows on papers to reveal small portions at one time
- Use colored dots to code or highlight materials
- Take photographs of common classroom activities or objects and use to communicate lessons
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