



Fairness doesn't mean giving every child the same thing, it means giving every child what they need.

-Rick Lavoie



2019 Access for All Guide

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Questions to ask yourself:

1. Is my main objective to teach **all** students in my classroom?
2. Do I want **all** students to learn the same concept from this class?
3. If a child has a limited memory, what is the **most** important thing for him or her to know?



Introduction

The dissemination of the *Access for All Guide* signals an important shift in the way that educators in Mississippi view the provision of accommodations and/or modifications. This guide will aid in providing quality classroom instruction for all students, including general education students and students with disabilities who receive instruction in general education settings. In order to provide access for all, meaningful collaboration between administration, general educators, special educators, parents, and the students themselves must take place. It is important to recognize that no policy exists that prohibits the awarding of Carnegie Units if accommodations and/or modifications are used. Therefore, it is important to develop accommodations and/or modifications individually for students based on their personal learning styles and interests. Providing appropriate accommodations and/or modifications for instruction and other classroom activities will ensure success for students. Recent legislation promotes accountability and facilitates the inclusion of all students. The

legislation demands educators ensure equal access to grade level content standards. Academic content standards are educational targets for students to learn at each grade level. Teachers can ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations and/or modifications during instruction and assessments will promote equal access to grade-level content (Maryland State Department of Education, 2012).

Terminology: Accommodations and Modifications

Confusion often arises regarding the definitions of accommodations and modifications. In this context, accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for all students to be successful learners and for students with disabilities to actively participate with other students in the general-education classroom and in school-wide activities. The overall objective in implementing adaptations should be to keep the INTENT of the standard but change the DELIVERY. (Kent Independent School District, n.d.).

Accommodations help a student overcome or work around deficits affecting their ability to master the curriculum. Accommodations do not reduce learning expectations; they provide access. Accommodations change the way a student accesses learning without changing the actual standards a student is working toward. Using accommodations can be challenging. The goal is to find a balance giving students equal access to learning without “watering down” the content (University of Kansas, n.d.). Allowing students who have trouble writing to give their answers orally is an example of an accommodation. Students are expected to know the same material and answer the same questions as fully as the other students, but they do not have to write answers to show that they know the information. These changes are usually physical or environmental changes (Hamilton & Kessler, 2018). Accommodations do not substantially change the instructional level, content, or performance criteria.

Keep the
INTENT
but change the
DELIVERY



Accommodations may include changes in the following:

- Presentation of a lesson
- Instructional strategies
- Student response format and procedures
- Time/scheduling
- Environment
- Equipment

Modifications may include changes in the following:

- Instructional level
- Content/curriculum
- Performance criteria
- Assignment structure (e.g., paper/pencil work) (Shaker Heights School District, 2006)



What is most important to know about modifications and accommodations is that both are meant to help a student learn (Supports, modifications, and accommodations for students, 2017). Both are allowable in a student's attempt to earn Carnegie Units.

Modification means a change in how the student accesses or displays an understanding of content. Adjusting the readability level of an assignment is an example of a modification. Modifications are generally connected to instruction and assessment, which can be tangibly changed or modified. The changes are made to provide the student with opportunities to participate meaningfully and productively.

Accommodations and Modifications in Policy

Having a disability can pose a serious challenge to learning and to fully demonstrating knowledge and abilities. Accommodations and modifications can help students overcome or minimize the barriers presented by their disabilities—which is why federal law requires their use when necessary (Newman and Madaus, 2015).

Three critical elements come together in this new world of accountability. Schools must now carefully consider:

- **What students with disabilities are studying**

IDEA 1997 greatly emphasized the involvement of students with disabilities in the general education classroom. IDEA 2004 further strengthened this requirement.

- **What students with disabilities are expected to know**

It is important for students with disabilities to be held to the highest possible academic standards.

- **How well students with disabilities are learning**

Without testing students how will we know if they are actually learning what they need to know or what they may still need to master? (Kent State University, 2018)

Current federal and state laws require public school students' participation in annual testing in specific academic areas and grades, including students with disabilities. Requiring the inclusion of all students with disabilities helps to ensure schools, school districts, and states are held accountable for the achievement of these students. IDEA 2004 mandates that all students with disabilities participate in state-wide and district-wide testing "with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs" (Individuals with Disabilities Education Act, 2004).

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." The updated April 2007 regulations explicitly call for the participation in such assessments of all students [Sec. 1111 (3) (C) (I)]. (The term "such assessments" refers to a set of high-quality, yearly student academic assessments.) It also requires that

these assessments provide for the reasonable adaptations and accommodations for students with disabilities—as defined under Section 02(3) of IDEA— necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [Sec. 1111 (3) (C)(iii)] (Maryland State Department of Education, 2012). The latest reauthorization, the Every Student Succeeds Act (ESSA) as amended in 2015, requires each state to adopt challenging academic content standards in mathematics, reading or language arts, and science that apply to all public school students in the state including students with disabilities. ESSA also requires each state to adopt academic achievement standards that include the same knowledge, skills, and levels of achievement expected of all public school students in the state except for students identified as having the most significant disabilities. This means that the vast majority of students with disabilities will take academic assessments. ESSA requires that students with disabilities participate in the assessment for their enrolled grade. In other words, a student in grade 6 cannot be given the assessment designed for grade 4. This ensures the academic progress of students with disabilities is based on their enrolled grade, which provides critical information for schools and parents (United States Department of Education, 2017).

The ESSA requires states to provide appropriate accommodations and/or modifications (including assistive technology) that are essential for measuring the academic achievement of students with disabilities. Accommodations and/or modifications provided to students during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments. It is important for the student's individualized education program (IEP) committee to make decisions regarding the accommodations and/or modifications to be provided during the assessments; therefore, IEP committee members must be familiar with state academic content standards and state accommodation and modification guidelines. Educators must provide students testing accommodations and/or modifications to avoid invalidating assessments.

Testing accommodations and/or modifications should be reviewed annually, and updated and revised as needed.

Accommodations and/or modifications included in students' early school years may not be needed as they develop the skills, knowledge, and experience to demonstrate what they know (Maryland State Department of Education, 2012). While the IEP committee is responsible for determining the specific accommodations and/or modifications a student needs to participate in state assessments, having an IEP may not exempt a student from participating.

What Research Says

Research has provided few definitive answers regarding the effectiveness of accommodations and/or modifications for students with disabilities. What is known is that approximately two-thirds of special education students have been afforded accommodations and/or modifications on statewide assessments, the most common being extended time, alternative setting, and/or read-aloud accommodations and/or modifications. Accommodations and/or modifications appear to impact test scores for students with disabilities by lowering test scores in some cases but raising them in most others. Lowered scores appear to occur when accommodations and/or modifications are poorly matched to student need or when the student has not had sufficient opportunity to practice using the accommodations and/or modifications in day-to-day settings prior to the testing situation. The use of read-aloud accommodations and/or modifications, the use of braille for blind students, and the use of extended time have been found to be among the most effective accommodations and/or modifications (Luke & Schwartz, 2007). The systems of supports must be balanced and provided through quality instruction for the student to succeed (Fisher, Frey, and Kroener, 2013).

Hierarchy of Accommodations and Modifications

The following table portrays each accommodation and modification based on its effect on the general curriculum.

SUPPORT LAYER 0 (No Changes)	All students complete the same assignments.	Grading criteria is the same for everyone.
SUPPORT LAYER 1 (Minimal Classroom Changes)	Minimal Accommodations All students complete basically the same assignments. Some receive additional support or reinforcement.	Grading criteria is the same for everyone.
SUPPORT LAYER 2 (Classroom Changes)	Complex Accommodations All students receive instruction on basic content. There are changes in how it is learned or tested.	Grading criteria may differ slightly.
SUPPORT LAYER 3 (Some Changes to Curriculum)	Accommodations and Modifications Some students complete reduced or similar assignments at a less frustrating level.	Grading criteria is based on individual goals and class participation.* †
SUPPORT LAYER 4 (Moderate Changes to Curriculum)	Moderate Accommodations and Modifications Students complete smaller parts of the general curriculum.	Grading criteria is based on individual goals and class participation.* †
SUPPORT LAYER 5 (Significant Changes to Curriculum)	Significant Accommodations and Modifications Students complete alternative activities relating to the general curriculum.	Grading criteria is based on individual goals and class participation.* †

Figure 1

(Shaker Heights School District, 2006)

* What constitutes individually challenging goals and objectives are determined by the IEP committee and documented in the IEP document.

† Fewer than 10% of the special education students participating in general education classes need Layer 4 or 5 supports. The majority of special education students can be successful and master most of the general education curriculum with Layer 2 or 3 accommodations and/or modifications. Carnegie Units may be awarded regardless of the layer of support provided.

Awarding Carnegie Units

There is no policy that prohibits the awarding of Carnegie Units if accommodations and/or modifications are used so long as the student demonstrates mastery of the content. Accommodations and/or modifications must be designed to make adaptations to the presentation and response of material outlined in the standard. As long as the content is not changed, a Carnegie Unit may be awarded. Teachers must consider accommodations and/or modifications when considering a student's work towards earning Carnegie Units.



There is **no policy** that prohibits the awarding of Carnegie units if accommodations and/or modifications are used as long as the student demonstrates mastery of the content.

Some examples include:

- A student is expected to examine the contributions of archeology in the Middle East (History of the Ancient Middle East 2000 B.C.-100 A.D.). Having the material presented at a lower readability level would not keep the student from mastering the content.
- A student is asked to cite strong and thorough textual evidence to support analysis of what the text explicitly says as well as inferences drawn from the text (English II RL.10.1). Allowing the student to present the material orally or visually would fulfill this requirement.
- The student is asked to explain why the sum or product of two rational numbers is rational; the sum of a rational number and an irrational number is irrational; and the product of a nonzero rational number and an irrational number is irrational (Algebra 1 N-RN.3). This standard would be mastered if the student gave the answers orally, using graphics or utilizing manipulatives to illustrate the content.

Grading

In accordance with [Mississippi State Board of Education Policy Part 3 Chapter 2: Accreditation, Rule 2.3: Grading](#), and the [Mississippi Public School Accountability Standards 18.1](#), each school district shall have a grading policy that is uniform by school grade designation. The grading policy is not required to be uniform across all grade levels. The grading policy shall be adopted by the local school board, published in the student handbook, and disseminated to parents. It is the intent of the Commission on School Accreditation and the State Board of Education that grading is the responsibility of teachers.

It is important to know as much as possible about how instruction can be adapted to address the needs of an individual student. A particular student may have certain accommodations and/or modifications that are required by law. (The IEP is a legally-binding document.) The Present Levels of Academic Achievement and Functional Performance (PLAAFP) should contain information to support the need for accommodations and/or modifications. Adaptations regarding grading should be written into the IEP in the accommodations and modifications sections (see Figure 1). Using computerized grading programs may prove beneficial in incorporating flexibility of assignments into an already established grading system. Some options may include:

- **Grade assignments on percentages.** Enter the percentage correct of each student's required amount of work. For instance, Jason is required to complete five problems and he gets four correct, or 80%. Amanda is required to do 10 problems and gets eight correct, or 80%.
- **Use the "excuse" option.** Most programs allow you to excuse a student from an assignment. The program will not count that assignment when totaling the grading percentages for that particular student.
- Other options as approved by local school district.

Examples of available grading adaptations include but are not limited to any one of a combination of the following:

- Base grades on individual progress
- Use individualized grading standards
- Grade process and product separately
- Use rubrics with the student for the completion of the task
- Weigh grades based on the difficulty of the assignments
- Use a self-referenced system of grading
- Use an inventory checklist noting mastery or non-mastery
- Provide a performance report as an alternative to a letter grade or in addition to a letter grade
- Involve the student in self-evaluation using goal-setting, learning contracts, weekly conference, and so on

- Use a multiple-marking system (examples may include but are not limited to: traditional letter grade system (A, B, C, D, F), pass/fail system, checklists of IEP goals/objectives, letters to parents/guardians, portfolios of student work, and parent-teacher conferences)
- 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

Individualized Education Programs and Specially Designed Instruction

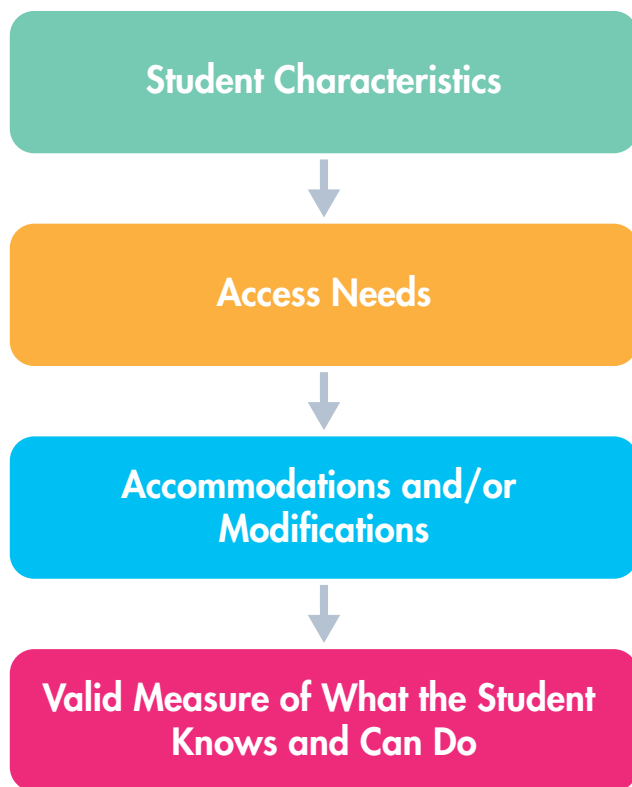


Figure 2

By definition, special education is “specially designed instruction.” IDEA defines that term as adapting, as appropriate, to the needs of an eligible student under this part, the content, methodology, or delivery of instruction (i) to address the unique needs of the student that result from the student’s disability; and (ii) to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the public agency that apply to all children [§300.39 (b)(3)]. Special education, therefore, involves adapting the “content, methodology, or delivery of instruction” (Center for Parent Information and Resources, 2017).

Accommodations and/or modifications should be recommended based on the student’s characteristics, access needs, and accommodation needs.

In order to make effective accommodation decisions, the IEP committee should gather and review information about the students’ present level of academic achievement, his or her functional performance in relation to the curriculum, and the supports the student requires during instruction and classroom assessment. IEP committee meetings must include discussions about providing the student equal learning opportunities and identifying practices and approaches intended to help the student overcome learning

obstacles during instruction and assessment. Accommodations and/or modifications are generally grouped into the categories of presentation, response, timing/scheduling, and setting (Tennessee Department of Education, 2018). When determining appropriateness for an individual student as a part of their IEP, using a variety of accommodations and/or modifications is often recommended with the assumption that “the more accommodations the better,” or that “at least something will help” increase a student’s access to content. Unfortunately, this hit-or-miss approach does not necessarily enhance a student’s access to learning.

Not every student with a disability needs an accommodation, nor do all students with the same disability need the same accommodations and/or modifications (University of Kansas, n.d.).

The following questions may be used by the IEP committee to discuss and determine what accommodations and/or modifications a student needs in the classroom or in assessment:

- What types of instructional strategies (e.g., visual, tactile, auditory, combination) work best for the student?
- What learning strategies will help the student overcome challenges?
- What accommodations and/or modifications increase the student's access to instruction and assessment?
- What accommodations and/or modifications has the student tried in the past?
- What has worked well and in what situations?
- What does the student prefer?
- Are there ways to improve the student's use of the accommodation?
- Does the student still need the accommodation?
- What are the challenges of providing the student's preferred accommodations and/or modifications, and how can these be overcome?
- Are there other accommodations and/or modifications that the student should try?
- Are preferred accommodations and/or modifications allowed on state and district assessment of accountability?
- How can the student learn to request preferred accommodations and/or modifications (i.e., self-advocacy)?
- Are there opportunities for the student to use preferred accommodations and/or modifications on practice tests?
- What arrangements should be made to ensure the student's preferred accommodations and/or modifications are available in assessment situations?
- How can the actual use of accommodations and/or modifications be documented?
- Are all selected accommodations and/or modifications documented in the IEP (Newman and Madaus, 2015)?



Accommodations and/or modifications are
everyone's responsibility

Whose Responsibility Is It Anyway?

Accommodations and/or modifications are everyone's responsibility and they are required as outlined in federal and state law (Russo-Campisi, 2017). The following chart provides information regarding the roles of those who are involved in developing and implementing appropriate accommodations and/or modifications.

Role	Responsibilities
<p align="center">(Remember that information from IEPs contains confidential information and must be carefully protected. Implementation of the IEP is the responsibility of <i>all</i> educators delivering services to students.)</p>	
<p>General Educators</p>	<ul style="list-style-type: none"> • Assist in gathering information regarding the student’s learning characteristics, need for access, and potential accommodations and/or modifications, as well as information regarding those which have been successful in the past. • Assume ownership of students with disabilities in their classroom • Explain and post learning and behavioral expectations and consequences for all students to reference • Partner with special education teacher to support the implementation of accommodations and/or modifications • Respect the additional responsibilities of special education teachers and support in any way possible
<p>Special Educators</p>	<ul style="list-style-type: none"> • Gather information regarding the student’s learning characteristics, need for access, and potential accommodations and/or modifications as well as information regarding those who have been successful in the past to present to the IEP committee • Communicate with general educators prior to the start of the school year • Share a summary of IEP information • Share the unique qualities and learning styles of the student • Share the legal requirements for general education accommodations and/or modifications • Partner with general education teachers to help implement accommodations and/or modifications • Provide direction • Work with the general education teachers in modifying assignments and tests • Work with the general education teachers to implement behavioral supports • Be available, helpful, and supportive of general education teachers • Develop a system in conjunction with the general education teachers to develop modified materials in a timely manner • Respect the additional responsibilities of general education teachers and support in any way possible

Related Service Providers	<ul style="list-style-type: none"> • Collaborate with special and general education teachers to determine appropriate ways for students to access an appropriate education and facilitate their pursuit of important learning outcomes
Administrators	<ul style="list-style-type: none"> • Promote the expectation that all students are capable learners who will participate and succeed in all local and state testing programs • Implement the school district's policies that provide equal access to instructional and assessment programs for all students • Ensure that testing accommodations and/or modifications are fully, consistently, and appropriately implemented during the administration of local and state assessments as well as during classroom quizzes and tests • Be aware of special education law and policy regarding academics, discipline, and behavior
Parents/ Guardians	<ul style="list-style-type: none"> • Participate in the review/revision of their child's IEP • Provide information about the strengths and needs of their child • Participate in discussion about the need for instructional and testing accommodations and/or modifications • Provide information about strategies their child uses to complete homework and other tasks around the home
Students	<ul style="list-style-type: none"> • Provide information on accommodations and/or modifications needed • Provide information on their strengths and how the accommodations and/or modifications they use are working • Participate in ongoing conversations with the general education and special education teachers regarding the use of accommodations and/or modifications • Attend their IEP committee meetings when student turns 14 years old (or younger as appropriate) if applicable

Figure 3

(Maryland State Department of Education, 2012)

It is important to recognize the need for student access across subject areas when considering potential accommodations and/or modifications. Ask for student input about familiar and comfortable accommodations and/or modifications and determine what the student thinks would be most helpful. Teachers should have information about the way the student learns best and the types of accommodations and/or modifications that the student has found helpful on classroom assignments and during previous testing.

Universal Design for Learning and Equal Access for All

A tenet of Universal Design for Learning (UDL) is that what is essential for some is good for all. UDL began in the 1980s as a way to provide access for students with disabilities by using assistive technology. Over the years, UDL has built upon research on the learning brain, significant developments in technology, and experiences in classrooms. The three principles of UDL have remained the same. These principles articulate the basic UDL premise that in order to provide equitable opportunities to reach high standards across variable students in our schools, we must:

- Provide multiple means of engagement
- Provide multiple means of representation
- Provide multiple means of action and expression

Information regarding the promising innovation of UDL, which emphasizes flexibility and individuality, is available at cast.org (Meyer, Rose, & Gordon, 2014).

Here are some considerations in the selection of accommodations and/or modifications:

- Increased access to learning
- Promotion of student learning
- Use across environments and tasks
- Technological features like software and compatibility with other devices
- Ease of use (set-up, operation, etc.)
- Amount of training required for the student and teacher (University of Kansas, n.d.)



Conclusion: Success for All

The goal of classroom adaptations has always been student success. A critical part of teaching and assessing students with significant deficits is providing them with accommodations and/or modifications that support learning and their ability to show what they know and can do (Morningstar, Shogren, Lee, and Born, 2015). An important expectation is that with evidence-based strategies for instruction and support, all students can move toward learning grade-level academic standards, and all but a small percentage of students with the most significant deficits can achieve proficiency on those standards. This goal cannot be met with any one strategy or method of support. There are no “magic bullets” (University of Kansas, n.d.). Most students will be able to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners.
2. IEPs for students with disabilities are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for “learning how to learn,” etc.).
3. Appropriate accommodations and/or modifications are provided to help students access grade-level content (Maryland State Department of Education, 2012).

John Dewey said, “Education is not preparation for life; education is **life** itself.”

The goal has and will always be helping students become lifelong learners. Creating an environment in which students are encouraged to learn is vitally important (Haegle and Sutherland, 2015). Regardless of the student’s ability, if he or she can stand before others, show passion about a topic, and tell or demonstrate what he or she knows, then he or she is educated about a topic.





Instructional Implementation



Reading Comprehension

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have appropriate reading fluency?
- Does the student have the relevant background knowledge?
- Can the student make connections between prior knowledge and new information?
- Can the student identify inconsistencies between prior knowledge and new information?
- Does the student know the essential vocabulary?
- Can the student formulate appropriate/relevant questions about the text?
- Can the student make inferential connections?
- Can the student identify and differentiate several types of text structures?
- Does the student have familiarity with text features (e.g., table of contents, headings, glossary, etc.)?
- Can the student paraphrase or summarize what he or she has just read?
- Is the student aware when he or she is experiencing difficulties understanding the text?

Possible Accommodations and/or Modifications

- Provide tape-recorded versions of material
- Highlight important ideas and have the student read those first
- Provide study guides for the student to follow when reading independently
- Allow the student to use textbooks written slightly below their reading level
- Provide visual/audio support for ideas in text
- Provide relevant background knowledge through multiple modalities
- Structure brainstorming activities so that relevant knowledge is activated and inaccurate knowledge is revised
- Provide advanced/graphic organizers based on text structure (may need to fill in information for some students)
- Provide the student with generic question prompts to use while reading (e.g., what did the character just do? How does this new information fit with what I already know?)
- Reduce the amount of information presented at one time
- Allow the student to reread material or practice skills/strategies on previously read text rather than on new text
- Allow the student to take notes, highlight, write in the text, or provide a copy of the text so that the student can mark directly on the text
- Have students draw images from text
- Provide self-monitoring checklists for comprehension
- Use simple written instructions or provide visuals
- Provide study guides that feature the most important content
- Block out extraneous stimuli (cover all text except section being read)
- Use consumable materials so that students can highlight or mark on text



- Reduce the complexity of the reading material
- Provide a glossary of content-related terms
- Outline reading material using words and phrases on the student's ability level
- Highlight unfamiliar words and main points in reading material
- Provide text at age-appropriate lower reading level
- Use cooperative learning
- Conduct task analysis
- Use scaffolding (i.e., introduce concept, guided practice, vary contexts, immediate feedback, increase student responsibility, independent practice)
- Use high-interest, age-appropriate texts (adapted texts)
- Encourage "thinking time"
- Reduce amount of information per page
- Allow students to perform alternate versions of assignments, including role playing the sequence of events in stories
- Use story boards or other manipulatives (e.g., cut up comic strips) for sequencing
- Use mnemonic devices
- Shorten assignments based on mastery of content
- Give directions in small steps

Suggestions for Instruction

- Teach pre-reading strategies (e.g., activate prior knowledge, identify text structure, set purpose for reading, etc.)
- Teach note taking skills
- Provide examples and teach names of different text structures
- Compare/contrast different text structures
- Teach the main idea (somebody, wanted, but, so, etc.)
- Teach visual imagery of ideas in text
- Teach self-monitoring of comprehension
- Use flexible grouping strategies so that students can work on key skills in small groups
- Teach comprehension strategies (e.g., summarization, prediction, clarification, inferences, questioning, using high interest signs, movie, TV, car, motorcycle, sports ads, etc.)
- Teach vocabulary strategies (e.g., how to determine meaning of unfamiliar words)
- Build comprehension skills using progressively longer segments of material
- Teach key words and phrases when reading directions such as circle, underline, and so forth
- Teach using context clues
- Have students verbally paraphrase reading material
- Teach students to read, stop, and summarize as they go



DEFICIT AREA: ACADEMICS

Reading Comprehension

- Check for fluency (accuracy of fluency, reading rate, word reading efficiency, and sentence fluency)
- Check for comprehension (passage reading, sentence comprehension, oral reading, silent reading, words in isolation or in context, matching vocabulary)
- Check students' understanding of first, next, and last order
- Teach students to visualize information as if it were a movie, then play it back mentally and verbalize it
- Provide practice in sequencing using software programs that give immediate feedback



DEFICIT AREA: ACADEMICS

Word Recognition/Decoding

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty in perceiving or producing complex sounds?
- Does the student have a deficiency in awareness of sounds (phonological awareness)?
- Does the student have difficulty reading one/two/multisyllabic words?
- Does the student have difficulty reading words with affixes?
- Does the student have difficulty reading the words?
- Does the student read with prosody (inflection)?
- Does the student have adequate reading speed?

Possible Accommodations and/or Modifications

- Allow the student to use books written slightly below their reading level
- Provide tape-recorded versions of material
- Use videotaping or a movie that presents the same information
- Use assistive technology to transfer printed words to speech
- Have a reading buddy read aloud textbooks or other printed material
- Provide opportunities for several re-readings of the same text
- Reduce the amount of required reading
- Provide a glossary of content-related terms
- Allow extra time
- Provide the same text at a lower readability level
- Include a self-monitoring strategy
- Use peer tutors
- Use direct teaching
- Teach "key words"
- Teach word-analysis skills

Word Recognition/Decoding

- Teach sight word recognition
- Provide a vocabulary list
- Shorten assignments based on mastery of content

Suggestions for Instruction

- Model appropriate reading speed and prosody
- Provide multiple interactions with the same text
- Encourage repeated readings using motivating and interesting activities
- Teach phonemic-awareness skills
- Teach word reading strategies (e.g., letter-sound relationships, reading by analogy, variable vowel sounds, affixes, etc.)
- Teach commonly-used prefixes and suffixes
- Use flexible grouping strategies so that students can work on key skills in small groups
- For reading fluency, use:
 - › Repeated reading
 - › Paired reading
 - › Chunking
 - › Paraphrasing
- Teach word recognition (e.g., letter sound association, sound blending manipulating letter sounds, reading nonsense words, word identification, etc.)

Auditory or Language Comprehension**Potential Areas of Difficulty for the Learner**

- Is the student frequently off task?
- Does the student have problems with listening comprehension?
- Does the student have problems remaining attentive during verbal instruction or lectures?
- Does the student use shorter and less complex sentences for their age?
- Does the student have difficulty understanding what should be written?
- Does the student have difficulty understanding sentences that express relationships?
- Does the student frequently use the same sentence structures?

Possible Accommodations and/or Modifications

- Use visual aids, such as a whiteboard, an overhead, PowerPoint, or charts
- Provide an overview of the content at the beginning of the lesson



Auditory or Language Comprehension

- Introduce new vocabulary and concepts before the lesson
- Provide a summary of important information from the lecture with a list of questions to be answered
- Review previously learned content prior to the activity
- Provide a glossary of content related terms
- Keep students involved by encouraging them to ask questions or by breaking up the lecture with small group activities or discussions
- Identify the main steps or key components of the information (restate using multi-sensory approaches)
- Write important ideas down on the board/chart, and use colored chalk or markers for emphasis
- Give student copies of lecture notes
- Allow students to use a tape recorder in order to record lectures and class discussions
- Repeat, use other words, and summarize all key points (this is particularly important at the end of the lecture or discussion)
- Provide help for note taking, such as giving a copy of overheads, an outline of a lecture, or a diagram
- Introduce new vocabulary and concepts before the lesson and ensure the student understands the vocabulary words.
- Use pictures, written words, charts, or diagrams to reinforce what is presented orally
- Have the student say or show the directions in his or her own words
- Provide an assignment notebook or a personal planner (the student may need to have the teacher fill it in at the beginning)
- Give step-by-step instructions, outlining the steps in writing or by using picture
- Rewrite or simplify the directions
- Model sample problems or task
- Combine spoken directions with pictures, words, or diagrams
- Use predictable, consistent routines for assignment submission and return
- Break long assignments into parts. Set a separate due date for each part
- Give partial credit for late assignments or incomplete work until students are able to complete work on time
- Highlight important ideas and have the student read those first
- Provide a study guide for the student to follow during lectures that contains the most important content
- Allow the student to use books written slightly below their reading level
- Provide visual/audio support for ideas in text
- Provide high interest lower vocabulary reading material
- Shorten assignments based on mastery of content

Suggestions for Instruction

- Teach pre-reading strategies (e.g., activate prior knowledge, identify text structure, set purpose for reading, etc.)

Auditory or Language Comprehension



- Use graphic organizers for visual support
- Teach vocabulary strategies (e.g., how to determine meaning of unfamiliar words)
- Teach comprehension strategies (e.g., summarization, prediction, clarification, inferences, questioning, etc.)
- Teach note-taking skills and strategies (model in co-teaching)
- Teach students how to identify main ideas and important information; teach summarization skills
- Teach students how to ask clarification questions
- Teach how to use assignment notebooks or personal planners
- Teach self-regulation strategies
- Teach organizational skills

Fine Motor Control/Spelling



Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty with handwriting or spelling?
- Does the student have large handwriting that does not stay within the lines?
- Does the student have small, cramped handwriting?
- Is the student's handwriting legible?
- Does the student have difficulty with cursive handwriting?
- Is the student's handwriting slow and labored?
- Does the student have predictable spelling patterns?
- Does the student have difficulty spelling irregular or multisyllabic words?
- Does the student have difficulty spelling words while writing?

Possible Accommodations and/or Modifications

- Allow the student write directly in the workbook or on a copy of the workbook page
- Provide an outline where students have less to write
- Reduce the amount of written work
- Grade content and mechanics separately in written assignments
- Allow students to use a word processor or iPad with specific software (such as text to speech)
- Allow students to dictate their work to a teaching assistant or classmate who will write the ideas down
- Allow students to tape record their ideas before writing them down
- Allow the student to respond orally



DEFICIT AREA: ACADEMICS

Fine Motor Control/Spelling

- Allow the student to use adaptive devices, such as pencil grips or special pen or pencil holders, erasable pens, and/or small papers with raised or color-coded lines
- Allow the student to write in either print or cursive when writing for an extended time
- Reduce the amount of copying
- Allow extra time
- Allow the student to use a spelling dictionary or electronic spelling aid
- Give the student a chance to correct spelling errors
- Provide a glossary of content-related terms

Suggestions for Instruction

- Teach handwriting skills to improve legibility, fluency, or letter retrieval
- Teach handwriting skills both separately and within writing assignments
- Teach word processing skills
- Teach specific spelling skills to improve word spelling, fluency, and retrieval



DEFICIT AREA: ACADEMICS

Writing

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student write only a few sentences?
- Does the student complain of not knowing what to write?
- Does the student have difficulty with handwriting?
- Does the student have difficulty with spelling?
- Does the student frequently write on the same topic?
- Does the student's writing lack detail?
- Does the student frequently use the same words when writing?

Possible Accommodations and/or Modifications

- Allow the student to use a thesaurus to find words to write or say
- Provide brainstorming activities before writing
- Provide graphic organizers that prompt the student in specific areas before writing
- Let student tape record their ideas before writing them down
- Provide a glossary of content-related terms
- Provide a graphic organizers to brainstorm vocabulary and ideas before writing
- Provide speech to text software to reduce writing
- Allow student to type rather than write and encourage use of spell check



- Offer extended time
- Rubric for mastery on specific skills
- Copy of notes
- Modify assignments based on content (i.e., if an assignment is focused on writing content, then do not focus on grammar and spelling for grading)
- Allow to test orally
- Shorten assignments based on mastery of content

Suggestions for Instruction

- Have students read and work on assignments out loud
- Have students orally construct their paragraphs
- Break down written assignments
- Write one paragraph at a time on separate pages
- Provide a vocabulary list
- Use written expression strategies (e.g., hold/use pencil, trace/copy, letter/word writing, word sequences, spelling, planning, composing, reviewing, revising, etc.)
- For written expression, use:
 - › Letter formatting
 - › Letter associations
 - › Mechanics
 - › Sentence/paragraph structure
 - › Graphic organizers
- Teach brainstorming or pre-writing skills and strategies
- Teach new vocabulary appropriate to the writing situation



Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty decoding words and reading fluently?
- Does the student have difficulty spelling and getting his/her thoughts on paper?
- Does the student have family members who also struggle(d) academically?
- Does the student have difficulty memorizing information such as the alphabet, his/her address, and the days of the week or months of the year?

**Possible Accommodations and/or Modifications****Classroom:**

- Provide books on tape, CDs, or an electronic reader or textbook that a child can listen to especially for content areas
- Create opportunities for oral reading on a one-on-one basis and only ask the student to read aloud in class if he or she feels comfortable/volunteers to do so
- Allow students to use a highlighter to mark important parts of the text
- Used shared reading or reading buddies
- Allow the student to discuss, one-on-one, material after reading with a classroom aide, a partner student, or the teacher
- Provide outlines, summaries of chapters, vocabulary words, and preview questions before reading
- Give spelling tests orally
- Do not penalize for spelling errors on written work
- Reduce spelling words
- Allow student to dictate work to a parent or aide
- Provide speech-to-text software
- Offer alternative projects instead of written reports
- Photocopy another child's notes or designate a notetaker who will share notes at the end of class
- Minimize the amount of copying from the board
- Allow students to use a keyboard to take notes
- Allow students to respond to questions orally rather than writing each answer
- Use worksheets with minimal writing
- Allow the use of electronic spell-checkers
- Allow students to tape record lessons
- Have students sit near teacher
- Use color coding to help student organize desk, notes, and books
- Provide high contrast materials with limited visual clutter
- Give students a chance to pre-read before asking them to read aloud
- Provide manipulatives to use during spelling test (e.g., letter tiles)
- Provide an advance copy of notes

Homework:

- Reduce homework, especially assignments requiring reading
- Provide a set of books/textbooks for student to keep at home
- Allow student to dictate answers to a parent, sibling, or tutor
- Allow typewritten homework



Suggestions for Instruction

- Teach using all multisensory systems through all learning pathways: visual, auditory, kinesthetic, and tactile
- Break tasks down into smaller chunks
- Teach from easiest to most challenging material
- Systematically review concepts to enhance students' memory
- Teach phonemic awareness and letter knowledge, giving explicit instruction in sound identification, matching, segmentation, and blending, when linked appropriately to sound-symbol associations
- Have students apply their decoding skills to fluent, automatic reading of text
- Have students process word meanings to develop an understanding of words and their uses as well as connections among word concepts
- Make sure students understand what they are reading by frequently asking questions and having them stop and summarize as they read parts of the text
- Teach students to compose writing in stages: generating and organizing ideas, initially with a group or partner; producing a draft; sharing ideas with others for the purpose of gaining feedback; revising, editing, proofreading, and publishing
- Use editing checklists



Potential Areas of Difficulty for the Learner

- Is the student having difficulty in math and learning given concepts?

Possible Accommodations and/or Modifications

- Provide an example of a correctly solved problem at the beginning of every lesson
- Have students verbally or visually explain how to solve a problem
- Introduce only one concept at a time and teach it to mastery
- Teach in small chunks so that students get lots of practice, one step at a time
- Provide learning aids, such as calculators, to help students focus on conceptual understanding
- Routinely model the use of estimation and have students estimate a reasonable solution before starting any computation
- Demonstrate all concepts with manipulatives
- Manage classroom time and activities
- Have routines and procedures
- Provide clear expectations for the class and other areas



DEFICIT AREA: ACADEMICS

General Math Strategies

- Individualize responsibilities and schedules
- Use cooperative learning & teaming
- Provide study guides
- Activate prior knowledge
- Check for understanding
- Use graphic organizers

Suggestions for Instruction

- Daily re-looping of skills and concepts
- MLA: Model Lead Assess
 - › M: Teach student skills with distinct, explicit steps
 - › L: Lead students in guided practice and correct missed steps throughout the process
 - › A: Assess and reteach as necessary missed steps and parts not mastered



DEFICIT AREA: ACADEMICS

Recalling Facts or Steps in a Process

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty attending to important details?
- Does the student have difficulty recalling facts or steps in a process?

Possible Accommodations and/or Modifications

- Highlight operational signs/key words
- Use vertical lines/graph paper for organization
- Reduce the number of problems per page
- Use a window overlay to isolate problems
- Have student repeat directions to teacher
- Use mnemonic techniques

Suggestions for Instruction

- Use RACE and RIDE strategies
 - › R: Restate the question
 - » Did you restate the question in your own words?
 - › A: Answer the question
 - » Did you answer the question completely?
 - » Did you label your answer?

Recalling Facts or Steps in a Process

- › C: Cite evidence
 - » Did you cite evidence by showing your work?
- › E: Explain the answer
 - » Did you explain how you solved the problem?
 - » What strategy did you use?
- › R: Remember the problem correctly
- › I: Identify the relevant information
- › D: Determine the operations and unit for expressing the answer
- › E: Enter the correct numbers, calculate, and check the answer

Word Problems**Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student struggle to understand words related to math, such as greater than and less than?
- Does the student struggle to identify +, - and other signs, and to use them correctly?

Possible Accommodations and/or Modifications

- Allow students to use a calculator when solving word problems
- Provide a math reference sheet (e.g., steps used in doing subtraction, addition, multiplication, and division problems)
- Highlight key words in math word problems
- Reduce number of word problems assigned at one time
- Reduce distracting stimuli by providing a quiet place
- Provide immediate feedback
- Provide multiple choice answers
- Use cloze notes
- Provide computer-assisted instruction
- Use video modeling
- Provide peer tutoring
- Use self-monitoring
- Give instructional choice
- Use mnemonic devices
- Use graphic organizers
- Use task analysis



DEFICIT AREA: ACADEMICS

Word Problems

- Use modeling
- Use recasting
- Encourage “thinking time”
- Use errorless learning
- Teach “keywords”
- Use concrete examples
- Highlight key operational words/signs
- Have students restate problem
- Use of calculator/manipulatives

Suggestions for Instruction

- Teach students to look for “clue” or “key” words/phrases in word problems (e.g., altogether, sum, in all, how many left, remain, how many more, product, quotient, etc.)
- Teach analysis of steps (e.g., “What is given?” “What is asked?” “What operation is needed?”)
- Teach students to convert words into their numerical equivalents (e.g., two weeks=14 days, one third= $\frac{1}{3}$, one year=12 months, one yard=36 inches, one quarter=25 cents, etc.)
- Use teacher-made word problems using students’ names and realistic experiences
- Have students write number sentences after reading a word problem
- Have student create word problems
- Pre-teach vocabulary
- Have students develop a glossary of math terms
- Teach/build vocabulary



DEFICIT AREA: ACADEMICS

More Abstract/Complex Mathematical Operations

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty following the steps required to solve simple math problems?
- Does the student have difficulty learning math concepts beyond the basic math facts?
- Does the student have difficulty finding different approaches to the same math problem?

Possible Accommodations and/or Modifications

- Provide tangible objects (e.g., clocks, money, rulers, scales, objects with different shapes, measuring cups, teaspoons, etc.)
- Use peer tutors to reinforce instruction
- Highlight operational signs/key words



More Abstract/Complex Mathematical Operations

- Use vertical lines/graph paper for organization
- Reduce the number of problems per page
- Use a window overlay to isolate problems
- Have student repeat directions to teacher

Suggestions for Instruction

- Provide repeated physical demonstrations of abstract concepts (e.g., identify things far away and close, small box in large room, more and less, etc.)
- Teach students one concept at a time before pairing concepts (e.g., dimensionality, size, shape, space, etc.)
- Reinforce why student is learning math concept, indicating how it is used in real-life situations
- Teach first problems explaining how to associate concrete examples (e.g., *9 minus 7 becomes 9 apples minus 7 apples*)
- Continually review those abstract concepts which have been previously introduced



Basic Math Facts/Foundations Skills

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty learning and recalling basic math facts, such as $2 + 4 = 6$?
- Does the student have difficulty with mental math?
- Does the student have difficulty remembering basic math concepts and basic math facts?
- Does the student still use his or her fingers to count instead of using more advanced strategies, like mental math?

Possible Accommodations and/or Modifications

- Provide calculators
- Provide manipulative objects (e.g., peg board, abacus, base ten blocks, etc.) for visual and auditory input
- Provide a math facts reference sheet for all operations for students to use at desks
- Have peer tutor work with student on daily drill activities
- Provide number lines on desks
- Teach families of facts and separate facts into sets of fact families
- Provide extra opportunities
- Provide references to assist in fact calculation
- Use manipulative objects
- Practice flashcards with peer/volunteer



DEFICIT AREA: ACADEMICS

Basic Math Facts/Foundations Skills

- Use folding-in technique for flashcard practice
- Use student self-check/correct practice sheets

Suggestions for Instruction

- Use tracking techniques, presenting a few facts at a time and gradually increasing number of facts as students succeed
- Use daily drill activities using graphic organizers, flash cards, written problems, auditory games, and so on
- Provide timed drills in which the student competes to beat their own time
- Provide opportunities for applying math facts to real life (e.g., measuring lengths of objects, weighing objects, getting change in cafeteria, etc.)
- Choose a “fact of the day” for facts that are most problematic



DEFICIT AREA: PHYSICAL

Hearing

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty hearing?
- Does the student lose attention when the instruction is auditory?

Possible Accommodations and/or Modifications

- Provide noise reduction (e.g., carpet & other sound absorption materials)
- Provide amplification options (e.g., personal hearing device or an FM system)
- Provide assistive devices such as TDD and TV captions
- Use visual supplements (e.g., power point slides, smartboards, overheads, chalkboard, charts, vocabulary lists, lecture outlines, etc.)
- Use captioning or scripts for announcements, television, videos, or movies
- Use real-time speech to text translation (i.e., computer on student’s desk)
- Provide specialized seating arrangements
- Obtain the student’s attention prior to speaking
- Reduce auditory distractions (i.e., background noise)
- Reduce visual distractions
- Enhance speech reading conditions (e.g., avoid hands in front of face, mustaches well-trimmed, no gum chewing, etc.)
- Present information in simple, structured, and sequential manner
- Clearly enunciate speech



- Allow extra time for processing information
- Repeat or rephrase information when necessary
- Use a buddy system for notes and extra explanations/directions
- Check frequently for understanding of information
- Offer downtime or a break from listening
- Give extra time to complete assignments
- Give step-by-step directions
- Allow the student a notetaker
- Remind students to wear hearing aids
- Provide an interpreter if necessary

Suggestions for Instruction

- Use systematic and explicit instruction of skills
- Use explicit instruction of question/answer routines and following directions
- Use consistent classroom routines
- Use pragmatic and figurative language
- Use printed material posted to support routines in the environment
- Use small group instruction
- Use visual phonics, cued speech, or sign language
- Incorporate graphic organizers and picture prompts
- Pre-teach new concepts
- Reteach and review previously learned concepts
- Teach using visual and auditory prompts and cues



Questions that Address Potential Areas of Difficulty for the Learner

- Does the student squint or strain eyes to see or read?
- When reading, does the student hold reading material up close to the eyes or at a distance from the eyes?
- When reading, does the student tilt his or her head, using primarily one eye?

Possible Accommodations and/or Modifications

- Provide assistive technology computer adaptations such as screen readers and screen enlargement software
- Provide adaptive devices such as talking calculators, magnifiers, and closed circuit televisions



DEFICIT AREA: PHYSICAL

Vision

- Use alternative communication systems such as tactile sign language; haptic, symbol or object communication; or calendar boxes
- Use appropriate special devices for reading and writing, such as slates and styli; optical aids; closed-circuit television systems; electronic note-taking devices; computers adapted with speech, enlarged type, or braille; and other voice, video, and data information technologies
- Use extended time
- Use specialized adaptive materials
- Make environmental adaptations
- Remind student to wear glasses
- Provide high contrast materials with limited visual clutter

Suggestions for Instruction

- Use sequential, hands-on, multi-sensory lessons
- Increase reliance on tactual skills
- Use systematic instruction in auditory skills
- Use appropriate modes (e.g., braille, print, or recorded format) for such purposes as gaining academic information and demonstrating competency
- Teach computer keyboarding skills
- Summarize information using multiple modalities (e.g., visual, auditory, kinesthetic, and tactile, etc.)
- Model think-aloud procedural steps
- Teach, model, and practice color coding or highlighting text for organization
- Teach keyboarding instruction
- Teach, model, and practice method of taking in new information
- Teach using visual and auditory prompts and cues



DEFICIT AREA: PHYSICAL

Chronic Health Problems, Congenital Conditions, and Head Injuries

Questions that Address Potential Areas of Difficulty for the Learner

- Is the student frequently absent from school?
- Does the student have extended stays in the hospital?

Chronic Health Problems, Congenital Conditions, and Head Injuries



Possible Accommodations and/or Modifications

- *Accommodations and modifications for students with chronic health problems, congenital conditions, and head injuries depend on the nature and functional limitations of a student's documented disability; these students may be eligible for academic adjustments and/or auxiliary aids and services*

Suggestions for Instruction

- Research specific health conditions to develop a full awareness of the specific needs of each child with chronic health issues, congenital conditions, and head injuries
- Collect as many resources as possible about the condition of each student
- Communicate regularly with students' parents/guardian
- Create a school support team for each student with any of these conditions being sure to include at least one of each student's peers on the support team

Speech Impairments



Questions that Address Potential Areas of Difficulty for the Learner

1. Articulation
2. Fluency/Stuttering
3. Voice
 - Is the student difficult to understand when speaking?
 - Does the student need more time to communicate his or her wants and needs?
 - Does the student speak at an appropriate rate with appropriate volume, pitch and voice quality?

Possible Accommodations and/or Modifications

Articulation

- Alternate means of communication, such as augmentative or alternative communication devices, sign language, or communication boards
- Model good speech production in the classroom
- Reinforce accurate production of speech sounds

Fluency/Stuttering

- Reinforce instances of "easy speech" in the classroom
- Allow longer oral response time
- Avoid telling students to "slow down" when participating in group discussions



DEFICIT AREA: SPEECH/LANGUAGE

Speech Impairments

- Discuss fluency concerns with speech-language pathologist

Voice

- Encourage appropriate use of voice in the classroom
- Help student reduce instances of yelling or throat clearing
- Reduce the amount of background noise in the classroom
- Provide preferential seating near the teacher or at the front of the class

All

- Modify assignments requiring students to make oral classroom presentations
- Reduce amount of pressure to communicate in the classroom
- Modify assignments requiring student to make oral classroom presentations
- Discuss concerns with speech-language pathologist

Suggestions for Instruction

- Avoid correcting speech difficulties; model correct speech patterns
- Provide a positive learning environment
- Capitalize on the student's strengths as much as possible
- Be patient when the child is speaking
- Develop a procedure for the student to ask for help
- Speak directly to the student
- Be aware that students may require another form of communication
- Encourage participation in classroom activities and discussions; model acceptance and understanding in classroom
- Anticipate areas of difficulty and involve the student in problem-solving
- Devise alternate procedures for an activity with student
- Consult a speech-language pathologist concerning your assignments and activities
- Connect with the speech-language pathologist to ensure the correct accommodations are in place



DEFICIT AREA: SPEECH/LANGUAGE

Language Impairments

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty following directions?
- Is the student able to answer questions with an appropriate response? For example, do *where* questions yield *place* answers?



- Does the student seem to understand what is being said?
- Does the student use age-appropriate vocabulary

Possible Accommodations and/or Modifications

- Shorten and/or modify oral directions
- Allow longer response time
- Provide visuals to enhance explanation of new material, especially with abstract concepts
- Give written directions or visual cues for verbal directions
- Obtain students' attentions before giving a direction
- Assist student in giving correct responses by accepting his or her answers and expanding, or giving the student an opportunity to explain his or her response
- Simplify question forms by asking basic questions, one at a time
- Modify assignments requiring student to make classroom presentations
- Provide individualized instruction to improve a student's ability to complete activities requiring listening
- Provide varied opportunities for language development through participation in regular classroom activities
- Discuss language concerns with speech-language pathologist

Suggestions for Instruction

- Incorporate the student's interests into instruction
- Ensure the student has a way to appropriately express their wants and needs
- Reinforce communication attempts (e.g. their gestures, partial verbalizations, etc.) when the student is non-verbal or emerging verbal
- Provide step-by-step directions, repeating when necessary
- Paraphrase back what the student has said or indicated
- Use storybook sharing in which a story is read to student and responses are elicited (and give praise for appropriate comments about the content)
- Give multiple choice instead of open-ended questions
- Use linguistic scaffolding techniques that involve a series of questions
- Use language for social interaction and to resolve conflicts
- Emphasize goals and tasks that are easy for the student to accomplish
- Work at the student's pace
- Present only one concept at a time
- Use computers in the classroom for language enhancement
- Encourage reading and writing daily
- Use tactile and visual cues (e.g., pictures, 3-D objects, etc.)
- Incorporate vocabulary within the context of the unit being taught



DEFICIT AREA: SPEECH/LANGUAGE

Language Impairments

- Provide fun activities that are functional and practical
- Be aware of the student's functioning level in auditory skills, semantics, word recall, syntax, phonology, and pragmatics (and how they affect academic performance)
- Gain the student's attention before giving verbal instructions
- Ask the student to repeat the instructions
- Prompt student when necessary
- Provide a quiet spot for the student to work whenever possible
- Provide visual cues—on the board, in power point slides, or on chart paper
- Use gestures that support understanding
- Ask the speech-language pathologist to present language units to the entire class



DEFICIT AREA: SOCIAL/EMOTIONAL

Depression and Unhappiness, Physical Symptoms and Fears

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student appear unhappy?
- Is the student disorganized?
- Does the student appear disheveled?
- Is the student irritable?
- Is the student connected to any social groups?
- Does the student have any close relationships?
- Is the student exhibiting extreme or frequent emotions?
- Does the student exhibit extreme emotions at inappropriate times?
- Is the student devoid of any emotions or expresses very little emotion?
- Does the student act overly happy or overly sad?



IMPORTANT

If you think or know a student has suicidal thoughts or tendencies contact the school social worker or guidance counselor immediately. Alert administration and provide the student and his or her parents/guardians with the following contact information:

Suicide Prevention Hotline
1.800.273.8255
suicidepreventionlifeline.org

Possible Accommodations and/or Modifications

- Provide alternative activities to stress-producing tasks (e.g., writing a poem instead of reciting it to the class)
- Allow the student to be an observer of some activities without requiring him or her to be an active participant (e.g., scorekeeper, note taker, etc.)

Depression and Unhappiness, Physical Symptoms and Fears



- Allow the student to attempt something new in private before doing it in front of others
- Provide time for relaxation techniques
- Establish a quiet, calming area
- Be aware of potential side effects of medications
- Anticipate behavioral unpredictability
- Extend time for tasks
- Reduce the number of practice items once the student has demonstrated mastery of a task
- Implement multi-tiered system of support (MTSS)
- Implement positive behavioral interventions and supports (PBIS)

Suggestions for Instruction

- Create a calm atmosphere
- Make necessary adjustments in the environments to prevent student from experiencing stress, frustration, or anger
- Be especially attuned to other children who may make fun of, tease, or bully the student and prevent it from happening
- Provide a consistent routine in order to enhance stability
- Teach students acceptable ways to communicate frustration, stress, anger, and fear
- When correcting the student, be honest yet supportive
- For some activities, pair the student with a peer who helps the student feel comfortable
- Make sure student has adequate time to perform tasks
- Separate the student from peers who stimulate sudden or dramatic mood changes
- Teach the student to recognize a mood change so that he or she may deal with it effectively
- Break assignments down to smaller tasks and reinforce task completion
- Follow low-interest activities with high-interest activities

Inappropriate Social Behaviors



Questions that Address Potential Areas of Difficulty for the Learner

- Does student overreact to situations?
- Does the student respond inappropriately to teachers or peers?
- Is the student talking out in class?
- Does the student respect basic classroom procedures?



Inappropriate Social Behaviors

- Is the student non-compliant?
- Is the student over-emotional?

Possible Accommodations and/or Modifications

- Establish a continuum of consequences (positive and negative) to increase appropriate behavior
- Make classroom management plans based on student behavioral data
- Provide reminders and/or prompts and actively scan, move, and interact with students
- Have three to five classroom rules that are posted, clearly defined, and explicitly taught
- Record how often and how long (duration) a behavior problem lasts
- Record events that occurred before, during, and after a behavior incident
- Use planned ignoring (systematically withholding attention from a student when he or she exhibits minor undesired behavior that is maintained or reinforced by teacher attention)
- Give reminders before an inappropriate behavior is exhibited that describes the appropriate expected behavior
- Use a special sign or signal between teacher and student to notify student of an inappropriate behavior occurring
- Provide “hot pass” or “cool off card,” which is a card the student gets and can show to the teacher that allows them to go to the office, a guidance counselor, or a nurse (designated ahead of time) to cool off if they feel a negative behavior coming on
- Offer short breaks for yoga, meditation, relaxation techniques
- Provide cooperative games rather than win/lose games
- Offer facilitated socialization at recess, lunch, and breaks
- Conduct structured role playing, both with successful and undesired outcomes (i.e., troubleshooting)
- Use calming strategies
- Establish a quiet cool-off area
- Provide time for relaxation techniques
- Implement positive behavioral interventions and supports (PBIS)
- Implement multi-tiered system of support (MTSS)
- Establish a plan for violence prevention and recovery

Suggestions for Instruction

- Model, prompt, monitor, and reinforce academic and social behaviors
- Provide an environment that is calm, consistent, and structured
- Develop predictable classroom routines and teach them to students
- Provide students with a pre-determined signal if they begin to exhibit inappropriate behavior
- Teach and implement self-monitoring and self-control techniques
- Teach appropriate behavior for arrival time, transition from classes, lunch time, dismissal time, and what to do after work is completed

DEFICIT AREA: SOCIAL/EMOTIONAL
Inappropriate Social Behaviors



- Give frequent and specific praise for desired/positive behaviors
- Teach respectful and safe behavior
- Use peer modeling to demonstrate appropriate play and interaction
- Use guided notes to document critical content
- Use visual cues and prompts to remind student to remain on task
- Intersperse preferred and non-preferred tasks.
- Intersperse easy and difficult demands on an 80/20 basis and work to increase the percentage of difficult demands.
- Use self-monitoring checklists
- Use behavioral contracts and management plans
- Teach replacement behaviors
- Teach de-escalation strategies
- Be consistent and sincere with praise for appropriate behavior
- Develop a behavioral contract for the student specifying the behavior that is expected

DEFICIT AREA: SOCIAL/EMOTIONAL

**Relationships and Social Interactions, Building
and Maintaining Interpersonal Relationships**



Questions that Address Potential Areas of Difficulty for the Learner

- Does the student respond to teachers or peers appropriately?
- Does the student have close personal family relationships?
- Is the student involved in extra-curricular activities?
- Does the student initiate social interactions?
- Can the student maintain an interaction with peer or teacher for at least five minutes?

Possible Accommodations and/or Modifications

- Establish personalized goals and strategies so the student can experience success
- Use seating arrangements to encourage social interactions
- Implement multi-tiered system of support (MTSS)
- Implement positive behavioral interventions and supports (PBIS)

Suggestions for Instruction

- Provide as many social and academic learning opportunities as possible for the student to feel successful
- Watch videos of social stories/interactions and ask them to explain



DEFICIT AREA: SOCIAL/EMOTIONAL

Relationships and Social Interactions, Building and Maintaining Interpersonal Relationships

- Use explicit social skills instruction
- Use a variety of groupings to determine the situation in which student is most comfortable
- Set up goals aimed at social interactions
- Use role playing situations
- Teach respectful and safe behavior
- Teach anti-bullying techniques regularly and often
- Teach appropriate behavior for arrival time, transition from classes, lunch time, dismissal time
- Model socially acceptable ways of expressing feelings
- Give student the responsibility of helping another student
- Use explicit social skill instruction
- Call on the student when he or she is most likely to respond successfully
- Have peers invite the student to participate in extracurricular activities
- Start grouping in pairs or groups of three or four, and increase group size as the student's comfort level increases
- Assign outgoing, nonthreatening peers to help the student participate in activities
- Teach appropriate ways to interact with others (e.g., sharing materials, taking turns, having conversations, problem solving, etc.)



DEFICIT AREA: SOCIAL/EMOTIONAL

Trauma Induced

Questions that Address Potential Areas of Difficulty for the Learner

- Has the student experienced a traumatic event or events?
- Has the student been physically, sexually, or emotionally abused?
- Is the student in foster care?
- Is the student frequently late?
- Does the student have a stable home environment?
- Are the student's daily needs being met (e.g., food, clothing, shelter, etc.)?
- Is the student homeless?
- Is the student fearful?



IMPORTANT

If you think or know a student has suicidal thoughts or tendencies contact the school social worker or guidance counselor immediately. Alert administration and provide the student and his or her parents/guardians with the following contact information:

Suicide Prevention Hotline
1.800.273.8255
suicidepreventionlifeline.org



- Does the student interact with teachers and peers appropriately?
- Does the student overreact emotionally or physically to situations?
- Is the student withdrawn?
- Does the student participate in risky behavior?
- Does the student create chaotic events when the atmosphere is calm?

Possible Accommodations and/or Modifications

- Implement multi-tiered system of support (MTSS)
- Check in and out with a trusted adult
- Practice positive reinforcement
- Encourage peer support
- Use specialized instruction from guidance counselor
- Prepare an alternate schedule
- Reduce assignments
- Provide a calming or break area
- Vary environmental arrangements
- Provide quiet space to complete activities or tasks
- Allow extra opportunities to complete work
- Allow extra time
- Reduce questions on assignments and assessments
- Encourage parent involvement
- Provide or allow stress-relieving fidgets

Suggestions for Instruction

- Design a morning and/or afternoon check in/out with a trusted adult by providing a form for the adult to reference and document exchange
- Check with student every day, saying hello and asking them open-ended questions
- Give positive reinforcement and encouragement
- Assign a peer to support them during extra-curricular and academic tasks
- Create a quiet space for the students to retreat to when feeling stressed or when they need a quiet place to complete assignments
- Post clear expectations in numerous areas
- Divide work into smaller chunks
- Give student extra opportunities and alternate assignments
- Provide a calm and consistent environment
- Be aware of what is going on in your classroom—watch for bullying behavior or students treating peers disrespectfully



DEFICIT AREA: SOCIAL/EMOTIONAL

Trauma Induced

- Reduce academic requirement during episodic moments of extreme stress
- Involve parents to inform you of any setting events that could trigger behavior (such as parents being out of town, deaths in family, not enough sleep, family disturbance, court, etc.)
- Create a calming area in your classroom that is age appropriate
- Teach students to appropriately use stress fidgets, like stress balls, sensory bottles, weighted items, and so on
- Provide flexible seating (e.g., yoga balls, bicycle desks, bungee on bottom of chairs, etc.)



DEFICIT AREA: BEHAVIORAL

Academic Deficits

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student complete assignments on time?
- Does the student complete assignments correctly?
- Does the student perform below grade level?
- Does the student struggle to complete assignments?
- Is the student engaging in inappropriate classroom behavior?
- Is the student participating in class-clown behavior?

Possible Accommodations and/or Modifications

- Reinforcement for any improvement
- Peer interaction
- Implement multi-tiered system of support (MTSS)
- Refer to previously-mentioned accommodations and/or modifications that may be of assistance in behavioral situations

Suggestions for Instruction

- Give student measurable step-by-step goals with small, easily attainable objectives so that the student will feel more successful
- Arrange the classroom in alternate groupings to place student with other peers who will assist in guiding the student when needed and monitor groupings to ensure students are engaging with and are kind to each other



Incomplete Classroom and Homework Assignments

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student complete homework on time?
- Does the student complete homework correctly?
- Does the student perform below his or her grade level?
- Does the student struggle to complete homework?
- Is the student engaging in inappropriate classroom behavior?
- Is the student participating in class-clown behavior?
- Does the student have adult support at home?

Possible Accommodations and/or Modifications

Classroom

- Decrease difficulty or amount of work
- Reinforce student behavior of turning in assignments
- Gradually increase assignments or complexity as student is more successful
- Check often for understanding
- Give student a certain amount of time to complete assignments with time left over for a reinforcer
- Expect quality work from students, making sure the assignment is within their ability level
- Give the student options as to when the assignment may be completed (if applicable)
- Reinforce the student's behavior for beginning the assignment, staying with the assignment, and then the completion of the assignment
- Implement multi-tiered system of support (MTSS)

Homework

- Write a contract with the student
- Have the student create a graph or chart to keep up with his or her homework completion
- Relate tasks to interests of student
- Give assignments in shorter form, and increase the length over time as student's completion increases
- Student may need step-by-step directions to complete assignment (written, visual, task analysis)
- Chunk assignments, and only give most important items
- Reduce or eliminate homework
- Implement multi-tiered system of support (MTSS)

Suggestions for Instruction

Classroom

- Decrease complexity to skill level or just below for independent work. Decrease complexity to skill level or just below for independent work; change wording and chunk the assignment to include most important information



DEFICIT AREA: BEHAVIORAL

Incomplete Classroom and Homework Assignments

- Structure the environment to give student the freedom to question any part of assignments they do not understand
- Work with the student to create a schedule for the completion of the assignments
- Give the student choices; they are your choices, but having choices helps the student feel more in control and less controlled
- Put into place specific reinforcers of the student's preference for the level of completion, understanding that these reinforcements can be weaned after a time

Homework

- Sit down with student (and parents if necessary) to create a contract the student feels a part of and will take ownership in; detail in the contract areas of responsibility (teacher, student, and parent)
- If the assignment is 10 questions, consider reducing the questions to, for example, two or five depending on the needs of the student
- Choose the most important parts of the assignment for the student; for example, if teaching the endocrine system, identify the most important items that would benefit the student the most
- Consider whether the student is able to complete work independently and if those at home can or will help



DEFICIT AREA: BEHAVIORAL

Avoidance

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student get angry when beginning a task or activity?
- Does the student crumple work or destroy materials?
- Does the student respond disrespectfully when given a task?
- Does the student sit and not participate?

Possible Accommodations and/or Modifications

- Give choices or a choice board
- Consider student preferences
- Create a schedule
- Give frequent breaks
- Implement multi-tiered system of support (MTSS)

Suggestions for Instruction

- Give students the opportunity to select assignments or create a choice board from which students choose the order in which they complete their assignments



- Seek out student input for assignments and activities
- Give student preferred extra responsibilities to be completed at different times during the day if that student's assignments are completed
- Give the student alternate activities, and when those activities are completed, decrease and gradually add in original assignments
- Have a schedule for student with assignments and including transitions and breaks
- Teach student to ask for a break; frequency and duration of breaks can be decreased as avoidance behavior decreases
- Only keep necessary materials for student use in area



Questions that Address Potential Areas of Difficulty for the Learner

- Is the student overly emotional?
- Does the student respond defensively when given constructive criticism?
- Does the student lash out at teachers or peers when corrected or perceives that he or she is being corrected?

Possible Accommodations and/or Modifications

- Frequent checks for understanding
- Self-reflection checklists
- Positive reinforcement
- Implement multi-tiered system of support (MTSS)

Suggestions for Instruction

- Reinforce student behavior when they accept constructive criticism
- Provide positive reinforcement when student may be exhibiting a positive attitude and Cushion criticism with positive comments
- Give the student the freedom to question for understanding
- Give student explanation of constructive criticism (this also helps you improve)
- Teach student to self-reflect by completing easy graphs and checklists

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student seem lost in tasks or activities?
- Is the student beginning work when directions are given?



Does Not Follow Written or Oral Directions

- Are you giving clear and concrete information?
- Does the student make off-topic remarks?
- Is the student easily distracted?
- Is the student's work often incomplete or incorrect?

Possible Accommodations and/or Modifications

Written

- Repeat directions
- Have a peer reinforce directions
- Simplify directions
- Give directions in order of importance
- Give directions in small, distinct steps

Oral:

- Offer preferential seating
- Offer environmental arrangement
- Check frequently for understanding

Suggestions for Instruction

Written

- Have the student repeat directions to teacher or peer
- Assign a peer tutor to assist the student or model appropriate behavior for the student
- Give written instructions first before handing out the materials
- Check with the student frequently to ensure understanding; develop a signal student can give you if they do not understand
- Have the student complete one step at a time in a check list form
- Give directions in both written and verbal form
- Give directions using visual supports

Oral

- Reduce stimuli and understand that the student may need a quiet area
- Restructure the environment to provide the student with support
- Interact with the student; do not wait until the student is acting out
- Assess the directions, checking for clarity (are they clear?) and completeness (are all steps included?)
- Be concrete and simple when giving directions; for example, when telling a child to stay in their own space, do not say, "You stay in your sand box" (to which the student might think, "what sandbox?"), but rather state the actual issue
- Provide written or visual directions with verbal directions

Does Not Follow Written or Oral Directions

- Place directions in accessible places in the classroom
- If necessary, provide the student with a personal copy of directions

Disorganized**Questions that Address Potential Areas of Difficulty for the Learner**

- Is the student often losing items?
- Does the student come to class without materials?
- Is the student's desk or locker messy?

Possible Accommodations and/or Modifications

- Provide additional time
- Provide materials to assist student in becoming organized
- Adhere to a schedule
- Create a contract with achievable goals for student
- Simplify tasks or activities
- Use checklists

Suggestions for Instruction

- Have important materials available in work areas of the classroom
- Provide, or have the student make, a daily checklist of items needed
- Pre-determine a storage area for student to store items not in use
- Provide the student with a daily schedule (written or visual), understanding that some students may require an extensive schedule
- Be clear on expectations
- Give the student only one task at a time; use a first/then board to keep the task list simple
- Be consistent and provide structure
- The student may need to be taught how to prioritize and why
- The student may need a larger work area
- Provide a time for student to get organized each day (some students may need time several times a day)
- Teach student how to follow a schedule; begin on their skill level

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student interrupt teachers or peers?
- Is the student off topic or does the student jump from topic to topic often?



Impulsiveness and Over-Excitement

- Does the student fidget often (e.g., tapping his or her pencil, humming, being out of his or her seat, making noises, squirming/rocking in seat, etc.)?
- Does the student overreact to good or bad news?
- Is the student overly emotional?
- Does the student inappropriately respond to teachers' or peers' questions or gestures?
- Does the student invade others' personal space?
- Is the student aware of boundaries?
- Does the student frequently cross physical or social boundaries?

Possible Accommodations and/or Modifications

- Modify test delivery with oral testing, performance testing, quiet testing space, and extra time for test-taking
- Use tape recorders, computer-aided instruction, and other audiovisual equipment
- Select modified textbooks or workbooks
- Allow headphones or earplugs
- Allow stress balls or fidgety toys
- Offer frequent test breaks with opportunities to move
- Test in a study carrel
- Test in the morning only
- Modify assignments to include essential elements only
- Provide preferential seating away from distractions, windows, doors, speakers, air conditioners, and so on
- Provide calming manipulatives
- Remove nuisance items
- Allow for "escape valve" outlets, permitting the student to leave classroom for a moment on an errand (e.g., returning a book to the library, taking an absentee report to the office, etc; this is not to be confused with time out)
- Establish a positive quiet cool-off area
- Offer alternative seating
- Implement multi-tiered system of support (MTSS)
- Implement positive behavioral interventions and supports (PBIS)

Suggestions for Instruction

- Provide a structured learning environment with clear rules and expectations
- Teach and implement self-monitoring and self-control techniques
- Implement activities that are relevant to the student's social and economic interests
- Incorporate the student's choice in content, process, and products

Impulsiveness and Over-Excitement



- Incorporate topics relevant to the student's life and concerns; involve him or her through inquiry, creativity, and meaningful experiences; and teach responsibility and problem-solving through real-life applications
- Repeat and simplify instructions about in-class and homework assignments
- Selectively ignore inappropriate behavior when possible
- Use visual cues and prompts to remind student to remain on task
- Supplement verbal instructions with visual instructions
- Give clear expectations and offer immediate feedback on behavior
- Allow for movement frequently
- Give positive reinforcement when warranted
- Adjust class schedules
- Tailor homework assignments
- Teach how to take notes when organizing key academic concepts
- Maintain supervision in all areas of the school
- Teach the student activities to help calm and make responsible decisions, such as counting to 10 or breathing deeply
- Plan calming activities that prevent the student from becoming too excited
- Explain to the student the importance of acting responsibly (e.g., respecting other's rights)
- Have an agreement with the student for a hand signal when student needs to be reminded to be more responsible
- Provide student with a calming area in classroom
- Model for student—or have peer model—appropriate ways to interact
- Teach student how, when, and where to appropriately express excitement
- Reduce auditory and visual stimulation
- Teach student to use calming manipulatives (such as stress balls, sensory bottles, or Velcro under desk top)
- Provide flexible seating (e.g., yoga balls, stools, bicycle desks, discs, etc.)
- Place a bungee or yoga stretch band on legs of chair for the student put his or her feet on and bounce (to eliminate or reduce foot tapping or fidgeting)

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student react in an over-emotional manner?
- Does the student allow others to finish in a conversation?
- Is the student aggressive?
- Is the student over stimulated?



Inappropriate Social Responses

- Does the student act impulsively?
- Does the student interact with peers in a positive manner?
- Does the student have any response?

Possible Accommodations and/or Modifications

- Implement multi-tiered system of support (MTSS)
- Encourage peer support
- Allow environmental changes
- Allow changes in participation requirements
- Use concrete terms
- Encourage cooperative strategies
- Increase opportunities
- Use a social script
- Provide visual support
- Check for understanding

Suggestions for Instruction

- Give positive feedback reinforcing the student's appropriate behavior
- Always treat the student with respect by talking calmly and respectfully to him or her
- Model appropriate behavior for the student
- Do not wait for a situation to escalate but rather intervene early
- Integrate a social script throughout the day if appropriate
- Role play with the student
- Explain inappropriate behavior to the student and give appropriate responses
- Allow the student to be a part of the group with active participation (parallel play)
- Explain to the student what he or she is doing incorrectly in concrete terms (without embarrassing them) and teach the correct responses
- Play cooperative games that encourage appropriate interactions
- Set up opportunities for the student to be successful by introducing that student to new people (and pre-arrange the meeting by giving the people with whom they meet instructions on how to respond)
- Use a social script or other visual supports to teach appropriate responses
- Ask the student to write, draw, or orally dictate alternate appropriate responses

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student frequently miss assignments or not turn in work?

Possible Accommodations and/or Modifications

- Implement multi-tiered system of support (MTSS)



- Create a contract with the student
- Encourage peer support
- Encourage parental involvement
- Use role-play
- Model appropriate behavior
- Utilize video modeling of appropriate behavior

Suggestions for Instruction

- Do not give the student the chance to engage inappropriately (reduce opportunities)
- Reduce stressors in the environment
- Check the classroom daily, making sure all materials are in working order
- Create opportunities for the student to succeed
- Offer the student a quiet area to complete activity and explain that this is not a punishment
- Be aware of when the student may need assistance



Questions that Address Potential Areas of Difficulty for the Learner

- Does the student argue with teachers or peers?
- Does the student refuse to do assignments?
- Is the student destroying materials or property?
- Does the student sit and not complete assignments or homework?
- Does the student have difficulty in transitions?

Possible Accommodations and/or Modifications

- Implement multi-tiered system of support (MTSS)
- Use schedules
- Provide visual supports
- Post reminders
- Employ frequent checks of understanding
- Provide calming/break area
- Provide positive consequences
- Reduce wording



DEFICIT AREA: BEHAVIORAL

Non-Compliant with Classroom Rules, Teachers, or Other Personnel

Suggestions for Instruction

Classroom Rules

- Structure the environment to keep the student active and involved
- Post rules in various formats (e.g., written, visual, etc.)
- Post rules in different areas (on desk, walls, and other areas of the room and school)
- Be consistent
- Identify strengths and weaknesses in order to set goals for improvement
- Create a chart or graph to keep track of appropriate behavior
- Reinforce positive behavior
- Use first/then statements (e.g., first you do pages 123-124, then you may choose _____)

Teachers or other personnel:

- Create an environment where the student is actively engaged
- Move around room and check on the student frequently
- Provide incentives
- Refrain from arguing with the student
- Ignore small, inconsequential behaviors
- Talk with, not at, the student
- Reduce language and use concrete terms (i.e., emphasize the important details and move on, be succinct, etc.)



DEFICIT AREA: BEHAVIORAL

Outbursts

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student respond aggressively?
- Does the student get upset when an assignment or task cannot be completed?
- Does the student destroy materials or property?
- Does the student react in an overly emotional manner?
- Does the student speak in a loud tone?
- Does the student throw items (even small ones)?
- Does the student respond inappropriately when there seems to be no irritant in the environment?

Possible Accommodations and/or Modifications

- Implement multi-tiered system of support (MTSS)



- Provide visual supports
- Create schedules
- Use timers
- Use social scripts
- Allow environmental arrangement
- Encourage peer support
- Use modeling
- Use positive reinforcement
- Provide frequent breaks
- Check for understanding
- Create a sensory-rich environment

Suggestions for Instruction

- Explore different activities to find where the student is comfortable
- Make sure situations are not conducive to outbursts
- Explain to the student there is a time to have an outburst or even crying, and explain what and when those situations are and where the student may find an appropriate environment to express those emotions
- Assist student in recognizing symptoms or emotions before they are out of control
- Provide student a safe area to calm down in classroom, such as a comfy area with fidget items or sensory items
- Use social scripts to help students understand emotions
- Teach the student an alternative way to deal with stressors
- Teach the strategies **before** the student has an outburst (proactive instead of reactive)
- Use timers to outline for students how long they are going to be involved in a task (beginning and ending)
- Teach problem-solving skills
- Integrate social learning opportunities throughout the day
- Teach the student to ask for a break
- Provide the student with positive reinforcement
- Set-up interactions for the student to be successful socially and academically
- Teach the student to identify the symptoms of the emotion (muscle tightening, upset stomach, gritting teeth, fingers tingling, etc.)
- Teach the student how to appropriately interact with calming or fidget items

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student stand or sit without completing tasks?
- Is the student withdrawn socially?
- Does the student have difficulty following directions?



Initial Reluctance to Participate

- Does the student have difficulty making decisions?
- Is the student self-conscious (or have a lack of self-esteem)?
- Is the student non-compliant in other areas?

Possible Accommodations and/or Modifications

- Implement multi-tiered system of support (MTSS)
- Use social scripts
- Encourage peer support
- Use modeling
- Allow extra time
- Use checklists
- Post reminders
- Use frequent checks for understanding
- Simplify task or activity

Suggestions for Instruction

- Establish clear expectations
- Present tasks in engaging ways
- Give the student assistance, and then reduce help as the student has more success
- Provide instructions in alternative formats
- Provide visual instructions
- Teach student to self-monitor
- Give student more time to complete assignments and tasks
- Allow student to complete work over several sittings
- Teach student how to follow directions (a checklist may be needed)
- Set a timer or teach the student to time his or her own activities
- Breakdown the tasks or activities into smaller chunks over a longer period of time so the student is not overwhelmed
- Create steps for task or activity completion so the student can see a clear beginning and end

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student like to complete assignments?
- Does the student get involved in activities while losing track of the time?
- Does the student have difficulty in free-time or less structured activities?
- Does the student have difficulty respecting physical and social boundaries?



Possible Accommodations and/or Modifications

- Implement multi-tiered system of support (MTSS)
- Follow a schedule
- Use a timer
- Allow extra time
- Use a task analysis
- Use frequent checks for understanding
- Provide spatial boundaries

Suggestions for Instruction

- Explain to the student before the task that work not completed can be completed later
- Only give the student work that can be reasonably completed in allotted time
- Teach the student to use a schedule, and schedule activities for the day or class time consistently
- Establish time limits and discuss these limits with the student before activity or assignment begins
- Use timers to establish set times to begin and end
- Provide visual schedules
- Offer a task analysis, or a sequenced list or visual representation of the steps needed to complete the task or activity
- Provide reinforcement for positive behavior
- Give the student time reminders before transitions; this includes when a timer is in use. For example, if the timer has been set for twenty minutes, give student a ten minute reminder, then a five minute reminder, and even a one minute reminder
- Give the student appropriate amount of work for the time frame. If the student cannot finish the work in one sitting, this may cause frustration
- Give student clear spatial boundaries. This means they know where they should be in the environment (mark floor where student is supposed to stand in line, sit, etc.)
- Give positive reminders of expectations. For example, while walking in line, ask students to show you what an appropriate line looks like (make it fun, give them different formations, etc.)

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have a short attention span?
- Does the student frequently lose materials?
- Is the student's desk/backpack frequently disorganized?



DEFICIT AREA: ORGANIZATIONAL SKILLS

Physical Organization

Possible Accommodations and/or Modifications

- Provide verbal reminders for specific routines/areas and material organization
- Provide a list of items needed for homework assignments
- Provide time at various points throughout the day to organize materials (before school, during recess, at lunch, at the end of the day)
- Provide an extra set of textbooks at home

Suggestions for Instruction

- Act as a model for organization and appropriate use of work material
- Teach how to use organizers, calendars, cubbies, notebooks, planners, color-coded folders, graphic organizers, and so on
- Reinforce the student for being organized
- Assign the student organizational responsibilities in the classroom
- Have student clean out his or her book bag, desk, and locker either daily or weekly
- Teach the student to clear away unnecessary books and materials before beginning his or her work
- Teach self-regulation strategies



DEFICIT AREA: ORGANIZATIONAL SKILLS

Time Management

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have a short attention span?
- Is the student frequently off task?
- Does the student frequently lose assignments and belongings?
- Does the student have difficulty following multiple-step directions?
- Does the student understand the material?

Possible Accommodations and/or Modifications

- Provide written schedules on notebooks, desks, lunch boxes, or lockers
- Provide visual cues in hallways to guide student to next classroom, cafeteria, and other destinations
- Provide environmental cues and prompts (e.g., schedule of daily events, posted rules, steps for performing tasks, etc.)
- Present one activity or assignment at a time
- Provide daily/weekly progress reports
- Provide peer assistance



- Provide checklists for assignments or classwork to be done
- Provide organizational software or apps
- Implement positive behavioral interventions and supports (PBIS)

Suggestions for Instruction

- Provide structure for all academic activities (e.g., specific directions, routine format for tasks, time units, etc.)
- Use rubrics with clearly stated criteria for work
- Assign shorter tasks and gradually increase tasks over time as the student demonstrates success in organizing academic activities
- Have student maintain an assignment notebook
- Establish a routine for student to follow before, during, and after class
- Tape daily activity schedule on the student's desk
- Teach how to take notes when organizing key academic concepts
- Teach students how to organize and approach complex assignments



Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have a short attention span?
- Is the student frequently off task?
- Does the student frequently lose assignments?
- Is the student's desk/backpack frequently disorganized?

Possible Accommodations and/or Modifications

- Provide a specific, consistent location for each subject's assignments
- Use predictable, consistent routines for assignment submission and return
- Use color-coding to help the student identify different kinds of tasks or materials
- Break a long assignment into parts, setting a separate due date for each part
- Reduce or eliminate redundant work
- Have student record assignments in an assignment notebook or personal planner
- Reduce the total amount of work, but be sure to select the tasks or items needed to accomplish the learning objectives
- Allow for extra time



DEFICIT AREA: ORGANIZATIONAL SKILLS

Keeping Track of Assignments

Suggestions for Instruction

- Provide time each week for student to organize desk and materials
- Teach student organizational skills
- Teach self-regulation strategies

Access for All Centers, Offices, and Organizations

REACH MS

Realizing Excellence for ALL Children in Mississippi
The University of Southern Mississippi
Mississippi Department of Education
118 College Drive
Hattiesburg, MS 39406-0001
usm.edu/reachms
reachms@usm.edu

Office of Special Education Programs

Office of Special Education and Rehabilitative Services
U.S. Department of Education
Mary E. Switzer Building
330 C Street SW
Washington, DC 20202
202.205.5507 (Voice/TTY)
ed.gov/offices/OSERS/OSEP

National Information Center for Children and Youth with Disabilities (NICHCY)

P.O. Box 1492
Washington, DC 20013
800.695.0285 (Voice/TTY); 202.884.8200 (V/TTY)
nichcy@aed.org
nichcy.org

ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)

1920 Association Drive
Reston, VA 20191 1589
800.328.0272
ericec@cec.sped.org
ericec.org

Technical Assistance for Parent Centers – the Alliance

PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417 1098
888.248.0822; 612.827.2966
612.827.7770 (TTY)
alliance@taalliance.org
taalliance.org

The IDEA Partnership Projects

Associations of Service Providers Implementing
IDEA Reforms in Education (ASPIIRE)
The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191 1589
888.232.7733; 703.264.9456
703.264.9446 (TTY)
ideapractices@cec.sped.org
ideapractices.org

Families and Advocates Partnerships for Education (FAPE)

PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417 1098
888.248.0822; 612.827.2966; 612.827.7770 (TTY)
fape@pacer.org
fape.org

IDEA Local Implementations by Local Administrators (ILIAD)

The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191 1589
877.CEC.IDEA; 703.264.418; 703.264.9480 (TTY)
ideapractices@cec.sped.org
ideapractices.org

The Policy Maker Partnership (PMP) for Implementing IDEA 97

National Association of State Directors of Special
Education

1800 Diagonal Road, Suite 320

Alexandria, VA 22314

703.519.3800; 703.519.7008 (TTY)

nasdse@nasdse.org

nasdse.org

Southeast Regional Resource Center (SERRC)

School of Education

Auburn University Montgomery

P.O. Box 244023

Montgomery, AL 36124

334.244.3100; 334.244.3800 (TTY)

bbeale@edla.aum.edu

edla.aum.edu/serrc/serrc.html

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