

Candler County

Program for Exceptional Children

STRATEGIES AND ACCOMMODATIONS

For the

GENERAL EDUCATION CLASSROOM SETTING

✿ ENGLISH

Reading

- Books on Tape
- Cliffnotes/Sparknotes
- Daily/weekly reading expectations
- Outlines/study guides for reading
- Critical vocabulary lists
- Audio-visuals
- Buddy reading
- Oral assessment
- Allow abridged version of novel if appropriate
- Teach highlighting of main concepts
- Teach note-taking for main characters, events, and story line

Writing

- Post writing process on wall and provide handout
- Give assignments in writing with rubric
- Provide writing sample
- Daily writing on known topics or journal entries
- Teach proof reading skills by re-reading orally
- Peer editing
- Develop checklist for composition skills
- Break longer assignments into small specific stages
- Teach report writing skills such as outlining
- Develop interactive notebook with student

✿ SOCIAL STUDIES

- Provide students with weekly syllabus and monthly calendar of assignments and tests
- Provide students with a copy of teacher notes and outline of the day's lesson (to create a context)
- Provide study guides for tests and time for review (explain test format)
- Teach pre-reading strategies for text:
- Note all bold print and pictures/charts in chapter
- Note prior knowledge of subject
- Highlight key concepts to be learned
- Provide very clear expectations/requirements (oral and written) for all assignments and repeat several times

✿ SCIENCE

- **Pre-reading/Pre-organize**
Main points, simple outline, vocabulary
- **Reading**
Alternate texts and outside material
- **Pre-lab**
Big picture, vocabulary, flow chart
- **Labs**
Provide good examples of data and graphs, thoughtful pairings of students, visual and graphic aides, "practice" procedures before real data collection

- **Research Projects**
Calendar with established timelines, allow extra days for assignments (turn in 1/2 on the due date, and the other half the next day)
- **Classroom lecture/discussions**
Check for understanding (one-on-one) on a daily basis, provide class notes. Remember learning styles!
- **Exams**
Provide study guides and time for review, provide sample questions for practice, allow extended time, and offer retakes
- **Organization**
Expect students to organize student binder with specific sections and provide a model

✦ **MATHEMATICS**

- Allow Math tools (multiplication table, calculator, graphing programs, computer software programs, etc.)
- Allow visual tools (note card for formulas, charts, number-line, concrete objects to clarify concepts, etc.)
- Provide copy of teacher notes and overheads
- **Homework**
Shorter assignments, extra time, grade on completion and effort not accuracy, check it daily
- **Tests**
Practice tests, study guides, extra time, math tools
- Allow project-based learning
- Cooperative learning, and peer tutoring
- Require Office Hour time
- Teach math vocabulary

✦ **FOREIGN LANGUAGE**

- See English accommodations for reading and writing
- Provide oral and visual instructions
- Provide weekly syllabus, notes, outlines and study guides for exams and outcomes
- Allow use of a computer for written assignments
- Use examples of both written and oral foreign language and English on overhead (e.g. what is read is spoken, what is spoken is written)
- Allow extended time for tests and written assignments if needed
- Allow project-based learning, cooperative... and peer tutors

✦ **FINE/PERFORMING ARTS**

- Consultation/collaboration with Special Ed. (determine interests, strengths, special needs, social interaction, learning style, behavioral issues, fine motor skills, etc.)
- Provide written outline of class expectations and syllabus
- Provide oral and written instructions for projects
- Provide student sample of good work
- Position student near role model student

✦ **PHYSICAL EDUCATION**

- Consultation/collaboration with Special Ed. (determine gross and fine motor skills, medical problems, social interaction, learning style, behavioral issues, special needs, etc.)
- Give both oral, visual, and physical instructions (repeat directions and give assignment in writing)
- Sportsfolio accommodations: see English writing
- Maintain close proximity to student
- Position student near role model student
- Provide tape or outline on rules of sport, critical vocabulary, assignments, sport-folio example, etc.
- Use positive, yet firm language
- Consider specific safety concerns

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✦ **TECHNOLOGY**

- Provide critical vocabulary lists
- Provide syllabus and weekly assignments
- Provide example of student work
- Allow extra time for tests and projects
- Allow cooperative learning and peer tutoring
- Design project centered learning
- Determine student strengths and interests
- Determine student's physical limitations from IEP (gross and fine motor skills)
- Determine safety concerns

CLASSROOM ACCOMMODATIONS

✦ **PACING**

- Allow frequent breaks
- Vary activities often
- Provide a daily schedule in written form
- Preview and review each class lesson
- Give adequate amount of time to respond
- Provide information in contextual, manageable parts (chunking concepts)
- Allow extended time for exams if needed

✦ **ENVIRONMENT**

- Student seating close to instruction
- Define limits (behavioral/physical)
- Reduce/minimize distractions (auditory/visual)
- Provide consistent structure
- Keep daily assignments posted
- Display monthly calendar with due dates and exams
- Establish system of verbal/nonverbal cues with students and/or individual students

✦ **PRESENTATION**

- Provide clear, step-by-step instructions and outline of material
- Provide specific and immediate feedback
- Remember learning styles (auditory, visual, tactile, and kinesthetic). Encourage students to talk about their different styles
- Hands-on activities (demonstrations, experiments, projects, labs, games, etc.)
- Emphasize critical information/key concepts
- Pre-teach significant vocabulary
- Provide study guides and allow time for review
- Simplify language in directions and outlines
- Teach content in manageable chunks
- Provide copy of class notes to student and post on website
- Use visual organizers (maps, charts, tables, webs, etc.)
- Utilize teaching assistants to help students during class

✦ **ASSIGNMENTS**

- Read and provide written directions in small units
- Decrease amount (not content) of homework
- Check homework frequently and give credit if possible
- Provide a written monthly and/or weekly calendar with due dates
- Maintain assignment binder for classroom
- Use highlighted or bolded texts, and Books On Tape
- Allow for extended time if appropriate
- Communicate with parent or case manager if work is late or incomplete.
- Insist student attend office hours and utilize peer tutors
- Encourage students to use support services on campus

✦ **ASSESSMENT**

- Allow extended time if needed (1.5 to 2X the regular time)
- Allow oral and/or taped tests, or allow reader for exam
- Provide study guides and allow time for review Q&A
- Explain content and format of tests (explain what makes a good answer and why)
- Provide a word bank for important vocabulary
- Allow fact or formula note cards for exams
- Segment/chunk like information on tests
- Allow for an alternate setting (for example a resource room) for tests to limit distractions and other pressures.
- Provide for additional needs (calculator, large spaced paper, scratch paper, work processor, spell checker, dictionaries, etc.)

✦ **COMMUNICATION**

- Daily/Weekly check-in with student
- Phone parent, counselor, or Special Ed. teacher
- Develop or maintain weekly progress report
- Consultation and/or collaboration with Special Education teacher
- Schedule periodic parent/teacher meetings
- When communicating with students who have emotional problems:
 - Be respectful, and use neutral voice tone
 - Be calm, clear and direct
 - Be as consistent and predictable as you can
 - Set clear limits, expectations, and consequences
 - Notice and praise any positive steps or behaviors
 - Remain calm; talk slowly and clearly
 - Do not approach/touch student without his consent
 - Allow the student an avenue of recovery
 - Do not argue, and avoid power struggles
 - Acknowledge the student's feelings