Name_____Period_____Date_____

Ideas for Special Populations Accommodations

If the activity involves reading -

• allow partner reading

• use peer tutoring

• use taped materials (text or study guides)

• use videos with advanced organizer

• allow students to quietly read aloud (sub-vocalization)

• teach self-questioning

• paraphrase key points and have students paraphrase

• summarize key points and have students summarize

• use graphic organizers

• sequence key points

• identify main ideas

• identify 5 W's–who, what, when, where and why

• allow highlighting of texts, passages, key words or concepts

• preview units and chapters

• use visual imagery

• use pre-reading and post-reading activities to pre-teach or reinforce main ideas

• explain idioms that appear in reading passages

• allow silent pre-reading

• use preparatory set–talk through what a reading passage is about using new vocabulary and concepts

If the activity involves writing -

• dictate ideas to peers

• shorten writing assignments

• require lists instead of sentences

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• use Post-It notes for organization

• provide note takers

If the activity involves speaking -

• provide sentence starters

• use visuals

• use graphic organizers to organize ideas and relationships

• allow extra response time for processing

• say student's name, then state question

• use cues and prompts to help student know when to speak

• use partners

• phrase questions with choices embedded in them

• allow practice opportunities for speaking

Other -

• allow computer for outlining, word-processing, spelling and grammar check

• allow student to use a tape recorder to dictate writing

• provide fill-in-the-blank form for note taking

• allow visual representation of ideas

• allow collaborative writing

• provide a structure for the writing

• provide model of writing

• allow use of flow chart for writing ideas before the student writes

• narrow the choice of topics

• grade on the basis of content, do not penalize for errors in mechanics and grammar

• allow use of different writing utensils and paper

• allow choices of manuscript, cursive and/or keyboarding

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• allow different position of writing paper and/or surface

When a Student Experiences Difficulty with Attention

• use preferential seating

• use proximity to measure on-task behavior

• build in opportunities for movement within a lesson

• use self-monitoring strategies

• provide a structure for organization

• help the student set and monitor personal goals

• provide alternative work area

• decrease distractions

• use active learning to increase opportunities for student participation

• provide opportunities to change tasks or activities more frequently

• have small, frequent tasks

• provide reminder cues or prompts

• use private signal to cue appropriate behavior for more difficult times

• teach skills of independence such as paying attention

• provide definite purpose and expectations especially during unstructured activities

• prepare the learner for changes in routine

• use computer

• use graphic organizers

• reduce assignment length

When a Student Experiences Difficulty with Organization

• use graphic organizers

• use semantic mapping

• use planners and calendars

• teach time management skills

• post sequence of events

• teach use of folders or notebooks

• teach how to clean desk or locker

• use assignment sheets

Tips for Working with High Ability Learners

• give choices

• use compacting

• allow making independent plans for independent learning

• use theory of Multiple Intelligences

• use mentoring or apprenticeship with professionals

• teach entrepreneurship

• teach scientific method

• allow tutoring/peer coaching

• use Socratic questioning