Point Isabel ISD
SPECIAL EDUCATION PROGRAM

MISSION

The mission of the Point Isabel Independent School District Special Education Program is to work collaboratiavely with all educational stakeholders in order to meet the needs of all students with disabilities, to provide them with a Free Appropriate Public Education (FAPE) and to ensure that all students with disabilities are prepared to transition from the public school setting into the community as skilled life-long learners and integrated citizens.

GOALS

- To ensure equitable, well-planned, and consistently implemented academic supports in the least restrictive environment
- To work collaboratively with all stakeholders, including students, families, and outside agencies to transition students to appropriate post-secondary opportunities.
- To identify students with special needs through an evaluation process that is sensitive to the student's cultural and linguistic needs in compliance with state and federal guidelines
- To provide supports and services needs in order to ensure equitable access to general education curriculum in the least restricted environment to the maximum extent possible
- To provide students with the skills needed to be independent both academically and socially in order to become productive and responsible citizens

Point Isabel ISD Special Education believes that all students with special needs must be challenged to reach their highest potential both academically and socially, and must be given instruction, support, and resources in the least restrictive environment based on individual needs.

Effective Teaching Practices for Students in Inclusive Settings

Tips for Planning

- Collaborate with special education teacher, related services providers, and paraprofessionals on a regular basis
- Be aware of students needs and provide the accommodations or modifications listed in the student's Individualized Educational Program

Tips for Structuring Lessons

- To differentiate instruction provide:
  - Flexible grouping
  - Activities that appeal to various learning-style preferences
  - Students with choices
  - Create alternative activities and assessments
- Think "Universal Design" and incorporate:
  - Multiple means of representing content (visual and oral strategies
  - Multiple means of students' expression of content (writing, illustrating, speaking)
  - Flexible means of engagement as students learn (videos, software, and role-playing)
- Provide opportunities for students to work in small groups and in pairs
- Use graphic organizers to assist students with organizing information in meaningful ways
- Use the instructional sequence of "I do" (teacher model), "We do" (group practice), and "You do" (individual practice)

- Provide supports or scaffolds to students as they are learning new material and withdraw them when they are able to perform the task on their own
- Employ active learning strategies such as "think, pair, share" to promote recall and understanding of new learning
- Teach learning strategies along with content material
  - Learning strategies help students learn and perform by providing them with a specific set of steps for:
    (a) Approaching new and difficult tasks,
    (b) Guiding thoughts and actions,
    (c) Completing tasks in a timely and successful manner, and
    (d) Thinking strategically
- Use ongoing informal and formal assessments to help inform instruction and monitor student progress

Accommodations

- Is a change in teaching or learning strategies that does not change the rigor or level of the instructional curriculum
- Answers the question: How to teach/learn?

Modification

- Is a change in the rigor or level of curriculum
- Answers the question: What to teach?

STAAR A Participation Requirements

Step II: Review Eligibility Criteria *The ARD or Section 504 committee (in conjunction with the LPAC if the student is an ELL) must circle the subject(s) for which STAAR A is being considered and check the accommodation(s) the student routinely receives in the classroom for that subject. If a particular subject is not applicable, circle NA. To be eligible to participate in STAAR A in a particular subject,* **TWO OR MORE** *accommodations must be checked in that subject. If fewer than two accommodations are checked, the student is not eligible to participate in STAAR A in that subject.*

NA Reading 3–8	☐ Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading	☐ Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	☐ Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)		
NA Writing 4/7	☐ Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading	☐ Clarification or rewording of complex questions and concepts using definitions, similes, and literal language, etc.	☐ Direct student attention to specific information (e.g., parts of the selection, parts of an answer choice)	☐ Use of writing process checklist	☐ Reading Support (i.e., revising passages and questions)
NA English I English II	☐ Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading	☐ Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	☐ Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)	☐ Scaffold understanding of open-ended questions about texts (i.e., short answer questions)	☐ Use of writing process checklist	☐ Reading Support(i.e., revisin passages and questions)
NA Mathematics 3–8 Algebra I	☐ Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	☐ Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	☐ Scaffold steps in a process (i.e., bullet each step, space out each step)	☐ Use of generic and question-specific graphic organizers	☐ Identification of formula(s) to use with specific questions
NA Science 5/8 Biology	☐ Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	☐ Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	☐ Scaffold steps in a process (i.e., bullet each step, space out each step)	☐ Use of generic and question-specific graphic organizers	☐ Identification of formula(s) to use with specific questions
NA Social Studies 8 U.S. History	☐ Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	☐ Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	☐ Scaffold steps in a process (i.e., bullet each step, space out each step)		

STAAR A Accommodations

Embedded STAAR A Accommodation	Classroom Accommodation
Pre-reading Text: Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading	The teacher introduces a new book to a struggling reader prior to reading it aloud or independent reading. The topics discussed might include major concepts, difficult words, setting, characters, or prior knowledge of the subject.
Pop-ups and Rollovers: Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word. The teacher provides visual aids (e.g., demonstrations, photographs, art) to define vocabulary, identify people and places, and/or illustrate concepts. During classroom discussions, the teacher clarifies or rewords complex text or questions.
Pop-ups: Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)	The teacher isolates specific information to focus the student on the core concept being taught. The teacher directs the student (e.g., highlight, bold, point to, flag the information) to the specific part(s) of the selection, diagram, map, or figure that is being discussed.
Pop-ups: Scaffold understanding of open-ended questions about texts (i.e., short answer questions)	The teacher asks guiding questions, prompting the student to go back to the text to justify his or her understanding of plot, conflict resolution, character development, etc.
Rollovers: Scaffold steps in a process (i.e., bullet each step, space out each step)	The teacher reformats complex word problems by bulleting or spacing out each step required to solve the problem. The teacher presents parts of a complex concept one at a time
Pop-ups and Exhibit Window: Use of generic and question-specific graphic organizers and checklists	The teacher provides the student with a specific supplemental aid (e.g., chart, table, graph, checklist, map, timeline) applicable to the question being posed, the assignment, or the task.
Text-to-Speech: Reading Support (i.e., revising passages and questions)	The student receives reading support
Pop-ups: Identification of formula(s) to use with specific questions	The teacher provides the formula(s) that is needed to solve a problem.

DISABILITIES UNDER IDEA – R

Autism – AU

A child may be considered to be a child with Autism if the child has a developmental disability significantly affecting:

- ❖ Verbal communication

- ❖ Nonverbal communication

- ❖ Social interaction

Autism-Common Characteristics

- ❖ Frequent errors in interpreting other's body language, intentions or facial expressions
- ❖ Difficulty understanding the motives and perceptions of others
- ❖ Problems asking for help
- ❖ Motor clumsiness, unusual body movements and /or repetitive behavior
- ❖ Difficulty with the big picture, perseverate on the details (can't see the forest for the trees)
- ❖ Difficulty with transitions and changes in schedules
- ❖ Deficits in abstract thinking (concrete, focuses on irrelevant details, difficulty generalizing)
- ❖ Unusual sensitivity to touch, sounds, and visual details, may experience sensory overload
- ❖ Tend to be visual learners
- ❖ Absence disorder of delay of language
- ❖ Engagement in repetitive activities and stereotypical movements
- ❖ Unusual response to sensory experiences
- ❖ Tend to be visual learners

Characteristics Impacting their Functional Performance

❖ Difficulty in initiating and sustaining connected relationships
❖ Poor or unusual eye contact
❖ Problems understanding social rules (such as personal space)
❖ Impairment of two-way interaction (My seem to talk "at you" rather that "with you")
❖ Conversations and questions may be tangential or repetitive
❖ Restricted interests that may be unusual and sometimes become a rigid topic for social conversation
❖ Unusual speech intonation, volume, rhythm, and/or rate
❖ Literal understanding of language (difficulty interpreting words with double meaning, confused by metaphors and sarcasm)
❖ Uneven patterns of intellectual functioning
❖ Problems understanding and expressing emotions
❖ Have no real fear of danger
❖ Can not relate to people, events, and objects
❖ Resistant to environmental change or change in daily routines
❖ Unusual response to sensory experiences

Autism-General Instructional Strategies

❖ Maintain instruction to concrete level
❖ Use visual cues and or sign language
❖ Be concise with verbal directions
❖ Be consistent
❖ Keep instruction routine and predictable
❖ Use a multi-sensory approach
❖ Clearly define courses requirements, the dates of exams and when assignments are due
❖ Provide advance notice of any changes
❖ Teach to generalize and to consolidate information
❖ Go for gist, meaning, and patterns. Don't get bogged down in details
❖ Use scripts and teach strategies selectively
❖ Avoid idioms, double meaning and sarcasm.
❖ Make sure the setting for tests takes into consideration any sensitivity to sound, light, touch, etc.

Emotional Disturbance – ED

A child may be considered to be a child with an emotional disturbance if the child exhibits one or more of the following characteristics:

- ❖ Inability to learn that cannot be explained by intellectual, sensory, or health factors
- ❖ Inability to build or maintain satisfactory interpersonal relationships with peers or teachers
- ❖ Inappropriate types of behavior or feelings under normal circumstance
- ❖ A general pervasive mood of unhappiness or depression
- ❖ A tendency to develop physical symptoms or fears associated with personal or school problems

Emotional Disturbance-Common Characteristics

- ❖ Attention-getting behavior
- ❖ Poor impulse solving skills
- ❖ Defiance of authority figures
- ❖ May be very disruptive to others
- ❖ Conduct disorders
- ❖ Can be withdrawn
- ❖ Insecure
- ❖ General mood of unhappiness
- ❖ May have personality disorders

Emotional Disturbance – General Instructional Strategies

- ❖ Provide short, manageable tasks
- ❖ Set short-term expectations
- ❖ Repeat directions
- ❖ Follow through on everything
- ❖ Provide breaks between lessons
- ❖ Provide positive reinforcement
- ❖ Structure classroom environment

Intellectual Disability – ID

A child may be considered to be a child with Intellectual disability if the child demonstrates significantly sub average general intellectual functioning and demonstrates concurrent deficits in at two of the following areas of adaptive behavior:

➢ Communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health and safety

Intellectual Disability – Common Characteristics

❖ IQ is below 70

❖ Has no cognitive domain

❖ No relationship of information

❖ Cannot retain information

❖ Inappropriate social skills

❖ Limited communication skills

Intellectual Disability-General Instructional Strategies

❖ Give concrete and clear instructions

❖ Work towards independence

❖ Obtain assistance from peers

❖ Use multi-sensory approach

❖ Use concrete materials

❖ Use manipulative materials

❖ Use task analysis

❖ Use repetition and drill

Multiple Disabilities – MD

A child may be considered to be a child with multiple disabilities if the child has two or more impairments occurring simultaneously, such as:

- ❖ Intellectual disabilities – blindness

- ❖ Intellectual disabilities – orthopedic impairment

- ❖ The disabilities are expected to continue indefinitely

- ❖ The disabilities severely impair the child's performance in two or more of the following areas:

    - ➢ Psychomotor skills, self-care skills, communication, social and emotional development, or cognition

Multiple Disabilities – Common Characteristics

- ❖ Depends on adults for self-care

- ❖ Mental abilities may range from one month to six years of age

- ❖ Significantly difficulties with communication

- ❖ Difficulties with attention, memory, and reasoning

Multiple Disabilities- General Instructional Strategies

- ❖ Provide direct, concrete instruction

- ❖ Focus instruction on enhancing communication, self-care, socialization, recreation, pre-vocational and vocational training

- ❖ Provide repetition

- ❖ Encourage independence

Orthopedic Impairment – OI

A child may be considered to be a child with an orthopedic impairment if the impairment was caused by:

- ❖ Cerebral palsy, amputations, fractures or burns that cause contractures

- ❖ Congenital anomaly

- ❖ Caused by a disease (e.g., poliomyelitis, bone tuberculosis)

Orthopedic Impairment – Common Characteristics

- ❖ Mild, moderate and severe physical needs

- ❖ Poor fine motor coordination

- ❖ Poor gross motor skills

- ❖ Physical limitations of limbs

- ❖ Medical/health problems

- ❖ Poor organization skills

Orthopedic Impairment – General Instructional Strategies

- ❖ Be flexible and creative

- ❖ Expect all you can-don't pity

- ❖ Seat student in front

- ❖ Provide peer tutors

- ❖ Arrange room to accommodate student's equipment

- ❖ Look for alternatives for excessive writing

- ❖ Provide extra time for assignment

Other Health Impairment – OHI

A child may be considered to be a child with on other health impairment if the child has chronic or acute health problems:

- ❖ Asthma

- ❖ Attention deficit disorder or attention deficit hyperactivity disorder

- ❖ May also include diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, or Tourette syndrome

- ❖ The health problems manifest themselves as: limited strength, limited vitality or limited alertness

Other Health Impairment-Common Characteristics

- ❖ Perceptual problems

- ❖ Distractibility

- ❖ Medical/health problems

- ❖ Speech impairment

- ❖ Mental impairment

- ❖ Poor organizational skills

Other Health Impairment – General Instructional Strategies

- ❖ Present material in small amounts

- ❖ Use clear worksheets

- ❖ Check knowledge through verbal response

- ❖ Give visual cues

- ❖ Write clearly

- ❖ Students must be able to see the board

Specific Learning Disability – SLD

A child may be considered to be a child with an SLD if:
- ❖ The child does not achieve adequately for the child's age or to meet State-approved grade-level standards, in one or more of the following areas: Oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving
- ❖ The child's lack of adequate achievement is indicated by performance on multiple measures such as: In-class tests, grade average over time (e.g., nine weeks, semester), norm – or criterion – referenced tests, statewide assessments or process based on the child's response to scientific, research-based intervention
- ❖ The child does not make sufficient progress under the additional criteria of a Response To Intervention (RTI) Model or the child meets the additional criteria under a patterns of strengths and weaknesses model

Specific Learning Disability – Common Characteristics
- ❖ Short-term memory
- ❖ Deficiency in social interactions
- ❖ Low level language skills
- ❖ Difficulty with retrieval & transfer of information
- ❖ Large handwriting
- ❖ Confuse look-alike words
- ❖ Difficulty with spoken instruction
- ❖ Weak visual memory
- ❖ Perceptual problems

Specific Learning Disability- General Instructional Strategies
- ❖ Use concrete methods
- ❖ Provide tactile-kinesthetic support
- ❖ Use multi-sensory approach
- ❖ Allow students to use technology
- ❖ Give students clearly typed words
- ❖ Provide a note-taking format
- ❖ Teach students to outline work
- ❖ Review instructions with students
- ❖ Give clear directions
- ❖ Model steps as you teach
- ❖ Provide extra time
- ❖ Compose exams / assignments in a way that makes them accessible for students with learning disabilities
- ❖ Make sure that exams are clearly written or typed, in large black letters or numbers, with spaces between lines and with double or triple spaces between items

Speech or Language Impairment – SI

A child may be determined to be a child with speech or language impairment if:

- ❖ The child has a communication disorder such as, stuttering, impaired articulation, a language impairment, or a voice impairment

- ❖ The speech or language impairment adversely affects the child's educational performance

- ❖ By reason of the speech or language impairment, the child needs special education and related services

Speech or Language Impairment – Common Characteristics

- ❖ Articulation errors

- ❖ Voice impairment

- ❖ Fluency impairment

- ❖ Difficulties with pragmatic language skills

- ❖ Problems with verbal and written communication

- ❖ Poor phonology skills

Speech or Language Impairment-General Instructional Strategies

- ❖ Present one concept at a time

- ❖ Provide verbal and tangible reinforcement

- ❖ Use computers in the classroom to enhance language skills

- ❖ Encourage reading and writing skills

- ❖ Use tactile and visual cues

- ❖ Incorporate vocabulary with lesson

Deaf-Blindness – DB

A child may be determined to be a child with deaf-blindness if:

- ❖ The child meets the specific eligibility criteria for Auditory Impairment and Visual Impairment (including blindness)

General Instructional Strategies

- ❖ These students will benefit from the assistance of technological devices in order to achieve educational success. (Braille, CTVS, Speech Outputs, etc.)

Non Categorical Early Childhood – NCEC

A child may be described as a child with non categorical early childhood if:

- ❖ The child is between the ages of three to five

- ❖ The child meets the specific eligibility criteria for one of the following:
  - ➢ Intellectual Disability
  - ➢ Emotional Disturbance
  - ➢ Specific Learning Disability
  - ➢ Autism

Traumatic Brain Injury

A child may be considered to be a child with a traumatic brain injury if:
- ❖ The child has an acquired injury to the brain caused by an external physical force
- ❖ The injury results in total or partial functional disability or psychosocial impairment, or both
- ❖ Applies to both open or closed head injuries resulting in impairment in one or more of the following areas: Cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual, and motor abilities, psychosocial behavior, physical functions, information processing, and speech

Visual impairment – VI

A child may be considered to be a child with a visual impairment if a licensed ophthalmologist or optometrist determines the child:

- ❖ Has a progressive medical condition that will result in no vision or a serious visual loss after correction; or

- ❖ Has no vision or has a serious visual loss after correction; and

A functional vision evaluation and a learning media assessment indicate that the child has a need for special education

Visual Impairment-General Instructional Strategies

- ❖ Seat near the front of the class

- ❖ When projecting, use a large print-size (at least 18 points)

- ❖ Provide additional time to finish assignments

- ❖ Provide students with copies of notes/assignments

- ❖ Allow the student to audiotape lectures or use a note taker

- ❖ Read aloud everything that you write on the board

- ❖ Verbally describe objects and processes whenever possible

AUDITORY IMPAIRMENT – AI

A child may be considered to be a child with auditory impairment if:

- ❖ The auditory impairment adversely affect the child's educational performance;

- ❖ By reason of the auditory impairment, the child needs special education and related services; and

- ❖ The child has deafness meaning a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing: with or without amplification

- ❖ The child has a hearing impairment not included in the definition of deafness that is a permanent impairment of hearing or a fluctuating impairment or hearing

Auditory Impairment-General Instructional Strategies

- ❖ Always speak directly to the student, not to the student's sign language interpreter
- ❖ During class discussions, ensure that no more than one person speaks at a time
- ❖ When a class member asks a question, repeat the question before answering
- ❖ Avoid giving information while handling out papers or writing on the board
- ❖ Provide a seat near the front of the class to allow student to get as much from visual and auditory clues as possible
- ❖ Use caption videos whenever possible
- ❖ When showing uncaptioned videos, slides or movies provide an outline or summary in advance
- ❖ When reading directly from text, provide an advance copy and pause slightly when interjecting information not in the text

Attention Deficit Disorder – ADD
These students are generally not disruptive and their behaviors are not necessarily annoying or noticeable

Attention Deficit Hyperactivity Disorder – ADHD
These students exhibit a pattern of hyperactivity and impulsiveness

❖ These students exhibit a pattern of hyperactivity and impulsiveness

They are both neurological disorders which interfere with concentration and make the child vulnerable to his or her impulses

ADD – Common Characteristics
❖ Easily distracted by extraneous stimuli
❖ Difficulty listening and following directions
❖ Difficulty focusing and sustaining attention
❖ Difficulty concentrating and attending to task
❖ Inconsistent performance in school work
❖ Tunes out
❖ Disorganized
❖ Difficulty working independently

ADHD – Common Characteristics

❖ High activity level

❖ Impulsiveness and lack of self control

❖ Difficulty with transitions or changing activities

❖ Aggressive behavior and easily over-stimulated

❖ Socially immature

❖ Low self-esteem and high frustration

ADD/ADHD – Instructional Strategies

- ❖ Maintain proximity control

- ❖ Make work periods short and brief

- ❖ Always be consistent

- ❖ Allow students some freedom to move

- ❖ Create a structured environment

- ❖ Make directions clear and concise

- ❖ Simplify complex directions

- ❖ Avoid changes in schedules

- ❖ Avoid distracting stimuli

- ❖ Maintain consistency

- ❖ Maintain eye contact

- ❖ Provide positive reinforment

- ❖ Administer consequences immediately

- ❖ Clearly describe expected behaviors

- ❖ Break down the task into its component parts

General Accommodations to Help Students with Special Needs Learn the Content

Alter Assignments by Providing

Reduced Assignment

- ❖ Teacher abbreviates an assignment; however, all TEKS are covered.
- ❖ Allow student to do one or two problems to show mastery instead of multiple practice

Taped
- ❖ **Teacher allows student to tape lectures**

Extra Time for Completing Assignments

- ❖ Teacher allows a specific amount of time over the expected duration of task completion. For example, 1 day extra per reading assignment

Opportunity to Respond Orally

- ❖ Student works with teacher, peer, assistant, or volunteer to talk through and answer aloud for task completion while assistant scribes
- ❖ Student speaks into tape recorder or speech recognition software

Emphasis on Major Point

- ❖ Teacher emphasizes main ideas/concepts (using visual and/or auditory clues) consistently throughout the lesson
- ❖ Teacher provides student with a slot outline to fill in key words.
- ❖ Provide copy of teacher notes
- ❖ Limit the amount of information that a student must retain in the form of notes, test, and projects
- ❖ Emphasize objectives required by state assessments, not adding extra information

Task Analysis of Assignments

❖ Teacher breaks a skill / assignment into smaller, more manageable steps. As the smaller steps are mastered, the learner becomes increasingly independent in his / her ability to perform the larger skill / assignment

Special Projects in Lieu of Assignments or Alternate Assignments

❖ Teacher chooses a different task to show knowledge of content. Example: flashcards for given vocabulary words instead of finding words in chapter and writing a sentence
❖ Same TEKS will be assessed using alternative methods such as poster, poem, portfolio, and report
❖ Use student interest to help connect with subject

Exemption from Reading before Peers

❖ Student is not asked to read before peers
❖ Teachers asks the student to read before / after school or close to the teacher's desk and away from the rest of the students

Provide Correctly Completed Examples

❖ Teacher provides step by step examples of assignments and activities
❖ Examples provided are correct and detailed

No Penalty for Spelling Errors

❖ Student does not loose credit or point for spelling errors
❖ Teacher provides student with a list of most frequently misspelled words

Grading Based on Participation/social skill acquisition

❖ Teacher grades the student based on the level of participation in class during instruction
❖ Teacher grades the student based on how the student interacts with other students and his/her social/functional behavior in class

Exemption from Final / Semester Tests

- ❖ Grade for semester is calculated by grading periods not end of course assessments
- ❖ Student is not expected to take a cumulative test for course.
- ❖ If student is college-bound this is not appropriate as he will not be prepared for college exams

Adapt Instruction by Providing

Opportunity to Leave Class for Individualized Assistance

- ❖ Student receives direct instruction within the general education classroom, however, leaves for assistance/support by a support teacher

Short Instructions (1-2 Steps)

- ❖ Teacher breaks instructions down to allow for task to commence then provides additional directions as task proceeds
- ❖ Student reads a step them follows it, when complete, continues to next step

Opportunity to Repeat and Explain Instructions

- ❖ Teacher explains assignments/instructions to students several times and in different ways
- ❖ Teacher repeats instructions to assignment several times until student verbalizes his/her understanding of the assignment

Encouragement to Verbalize Steps Needed to Complete Assignment/task

- ❖ Teacher provides positive encouragement to student
- ❖ Teacher asks the student to verbalize the steps needed to complete the assignments

Opportunity to Write Instructions

- ❖ Teacher allows a certain amount of time for students to write instructions/assignments in class
- ❖ Teacher provides extra time for written response

Assignment Notebooks

- ❖ Teacher requires an assignment notebook and checks for entry each day at end of class
- ❖ Student writes assignments in notebook or e-mails by himself with teacher monitoring or signature

Visual Aids (Pictures, Flash Cards, Etc.)

- ❖ In addition to oral presentation, teacher develops a visual representation of content
- ❖ Teacher uses pictures to teach concrete sequence
- ❖ Teacher uses pictures versus only words to develop vocabulary

Auditory Aids

- ❖ Student is provided with an FM System, induction loop system or remote microphones

Instructional Paraprofessional

- ❖ An instructional paraprofessional provides services to the student in the regular classroom

Extra Time for Oral Responses

- ❖ Teacher allows a certain amount of time for students to think of answer before being called upon in class
- ❖ Teacher provides wait time for oral response
- ❖ Teacher prompts a student when to respond

Extra Time for Written Response
- ❖ Teacher allows a certain amount of time for students to write their responses
- ❖ Teacher provides wait time for written response

Exams of Reduced Length

- ❖ Teacher provides the student with less questions on the exam
- ❖ Exams have less questions per page with more white space

Oral Exams (Questions Given Orally / Student Responds Orally)

- ❖ Teacher reads test while student answers out loud and teacher marks response on test

Open Book Exams / Exam Taken with Study Sheet

- ❖ Student uses teacher produced notes or text on the exam.
- ❖ Student uses own notes on the exam

Study Carrel for Independent Work

- ❖ Teacher provides student with an individual place, distraction
- ❖ Teacher is able to monitor the student's activities

Frequent Feedback

- ❖ Student is provided with frequent feedback about the activities or assignments student is doing
- ❖ Teacher monitors the student frequently and provides positive feedback on the instructional progress

Immediate Feedback

- ❖ Student is provided with positive immediate feedback on assignment completion

Minimal Auditory Distractions

- ❖ Teacher provide the student with a quiet place to complete assignments
- ❖ Teacher allows student to work in a small group
- ❖ Student sits away from door or window
- ❖ Student sits near the front of the class

Encouragement for Classroom Participation

- ❖ Student in encourage to participate in class by being provided with positive opportunities to be successful
- ❖ Student works with another student in different activities

Peer Tutoring / Paired Working Arrangement

- ❖ Peer helps student with directions, instruction, and independent work
- ❖ Group student with age appropriate peer(s) for review and peer edit

Opportunity for Students to Dictate Themes, Information, Answers on tape or to others

- ❖ Teachers allow students to dictate to others
- ❖ Student can tape the dictation

Specialized Curriculum

- ❖ **Teacher provides the student with a curriculum that addresses the student's individual differences and needs**
- ❖ **Student follows an individually planned and systematic teaching procedure that includes adapted equipment, materials and accessible educational settings.**

Math Problem Solving Read Orally to Student

- ❖ Teacher read problem aloud to student
- ❖ Student can work independently and ask for a word when needed
- ❖ An assignment or test can be recorded and played on CD or computer

No / Reduced Penalty for Spelling / Grammatical Errors

- ❖ Student is graded upon knowledge of content, not spelling and/or grammar
- ❖ Teacher accepts or does not count off for errors except on final drafts

Consider Effort/participation as part of grade

- ❖ Teacher grades the student based on the level of participation in class during instruction
- ❖ Teacher grades the student based on a level of effort during class activities

Study Sheets / Preview / Summaries

- ❖ Student receives a handout previewing or reviewing content

Use Multiple Choice Tests, Reduced Answer Choices

- ❖ Student chooses from answers provided and does not have to illicit answers from memory
- ❖ Teacher takes away one or two answer choices in a multiple choice test question
- ❖ Teacher chunks matching questions and answers together to make fewer choices for each question
- ❖ Equal numbers of words in word bank as question blanks

Test Given by Special Education Teacher

- ❖ A special education teacher gives the student the student allowing for extra time, a one-on-one setting and/or oral administration

Essay Questions not Graded/Credit for Oral Response

- ❖ Teacher allows student to give the answers to essay questions orally
- ❖ Student is not penalized for not being able to write answers.

Teacher Check for Understanding

- ❖ Teacher frequently addresses individual student for instruction, retention and independent work
- ❖ Teacher moves close to student to ask a comprehension question
- ❖ Teacher has student restate or summarize instructions
- ❖ Teacher signals student to see if he/she needs help

Direction Given in a Variety of Ways / Simplified Vocabulary

- ❖ Student is given directions in multiple modalities
- ❖ Teacher takes a multi-sensory approach to directions
- ❖ Teacher restates one step at a time in a simpler vocabulary

Sit Near Teacher for Instructional Purposes

- ❖ Student sits near the teacher during instruction

Support for General Education Teacher (provided by Special Ed. Staff)

- ❖ Special education staff provides the general education teacher with support in instruction or accommodations for the student

Use of Highlighter

- ❖ Student uses a highlighter during all classroom instruction as needed

Adapt Materials by Providing

Peer to Read Materials

❖ Peer reads the assignment to the student

Tape Record of Required Readings

❖ Student uses two modalities of learning. Student reads along with text while listening to recording

Highlighted Materials for Emphasis

❖ Teacher highlights vocabulary and key points t allow students to identify important information

Altered Format of Materials

❖ Teacher modifies format or assignment with same material such as true/false, visual/graphic organizers, multiple choice or project bases

Study Aids / Manipulatives

❖ Teacher develops hands on activities for instruction and practice

ESL Materials

❖ Student is provided with English as a Second Language instructional materials

Large Print Materials

❖ Teacher enlarges instructional materials for student
❖ Student is provided with large print textbooks
❖ Student is provided with a Zoom text for all instructional classes

Braille Materials

❖ Student is provided with Braille materials

Color Transparencies

❖ Teacher provides different color transparencies to the student for reading materials and during assessments

Copy of Class Notes

❖ Teacher provides student with a copy of master notes or a copy from a peer

Manage Behavior by Providing

Clearly Defined Limits

❖ Teacher provides the student with a copy of classroom rules
❖ Teacher explain classroom rules to student and makes sure student understands consequences

Frequent Reminders of the Rules

❖ Teacher reviews rules with student to remind him/her of appropriate behavior during class time
❖ Rules are posted in classroom or established in behavior contract

Positive Reinforcement

❖ Student is provided with positive reinforcement when displaying appropriate behavior
❖ Student's behavior is monitored through the use of the positive reinforcement

Frequent Eye Contact/proximity Control

❖ Teacher stands close to the student when redirecting inappropriate behavior
❖ Teacher make frequent eye contact to let student know the behavior is not acceptable

Frequent Breaks

❖ Teacher allows student to change tasks frequently to facilitate on-task behavior

Private Discussions about Behavior

❖ Teacher removes student from classmates to debrief on existing behavior and process appropriate behavior

In Class Time-Out

- ❖ Student is given time to deescalate in class after demonstrating off task behavior

Opportunity to Help Teacher

- ❖ Teacher assigns student to help in classroom activities throughout the day

Seat near Teacher

- ❖ Student sits near the teacher during instruction and during classroom activities

Supervision during Transition Activities

- ❖ Student is supervised when transitioning from one activity
- ❖ Student is supervised when transition from one classroom to another
- ❖ Student is supervised throughout the school day

Implementation of Behavior Contract

- ❖ Student follows a behavioral point sheet

Follow Behavior Intervention Plan

- ❖ Student follows an individual Behavior Intervention Plan throughout the day

Assistive Technology

Calculators

- ❖ Student completes math work with assistance of a calculator on assignments and tests

Word Processors

- ❖ Student is provided with a word processor for all assignments

Augmentative Communication Device

- ❖ Teacher provides student with various methods of communication
- ❖ Student is provided with communication software, picture communication board, type-to-talk devices, I-pad or a Dynavox

Note Taker / Note Taking Paper

- ❖ Teacher provides student with special note taking paper for any assignment
- ❖ Teacher provides student with a note take for lectures

Interpreter

- ❖ Student is provided with an interpreter throughout the day

Resources:

- ➤ **Berkeley University of California – Teaching Students with Disabilities**

- ➤ **Region XIII Education Service Center – Scaffolding Accommodations**

- ➤ **W & M School of Education – Effective Teaching Practices for Students in Inclusive Classrooms**